

2014

## Teaching reading: a shared vision and a shared responsibility 2012-2013: Principals as literacy leaders in CEO schools

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Konza, D., Woodley, P., De Leo, S., & Dixon, H. (2014). *Teaching reading: a shared vision and a shared responsibility 2012-2013: Principals as literacy leaders in CEO schools*. Perth, Australia: Fogarty Learning Centre, Edith Cowan University.

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# 2012-2013



## Belief in Education



Star of the Sea Catholic Primary School

ISBN 978-0-9943844-5-4

This project was supported by funding from The Western Australian Catholic Education Office.

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**Principals as Literacy Leaders  
in CEO Schools  
2012-2013**

**FINAL REPORT**

**Prepared by  
Associate Professor Deslea Konza  
Edith Cowan University**

## Participating Schools



Assumption CPS



Mater Christi CPS



Our Lady of Fatima PS



Our Lady of Mount Carmel



St Anne's School



St Bernadette's CPS



St Helena's CPS



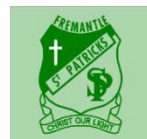
St Jerome's PS



St Joseph's School,  
Busselton



St Joseph's School,  
Waroona



St Patrick's PS



St Vincent's PS



Santa Maria College



Star of the Sea PS



Trinity College



Yidarra CPS

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## **INTRODUCTION**

The PALL Plus professional learning and research project was a collaborative effort between the Fogarty Learning Centre at Edith Cowan University and 16 Catholic primary schools within the Western Australian Catholic Education Office (CEO). It was initiated by the principal of Star of the Sea Primary School, Tim Emery, who coordinated involvement of the other schools and managed contractual responsibilities on behalf of the CEO. The project was based on the Principals as Literacy Leaders (PALL) pilot project funded by the Commonwealth Government in 2009-2010, and originally developed in partnership with the Australian Primary Principals Association, Griffith University and the Australian Catholic University.

The PALL objectives are consistent with the aims of the CEO in developing the literacy outcomes of low achieving students. The project complemented the RAISE initiative by building the literacy knowledge and instructional leadership of primary school principals and other school leaders. This was designed to have a flow-on effect in building the skills of classroom teachers, enhancing the effectiveness of their whole class teaching, and increasing their capacity to use explicit small group strategies that increase both the frequency and the intensity of instruction for those students who do not make progress in reading development as easily as their peers.

Within the project, the following research-based positions were taken to ensure consistency of message regarding leadership of literacy learning:

- The school leader plays a critical role in leading learning
- Such a role requires instructional leadership based on defined content knowledge
- There is a need for explicit teaching of the key components of reading
- Evidence has an immutable role as the starting point for improvement
- The adoption of a 'wave' or 'tier' approach to intervention in reading is necessary to facilitate school improvement
- Change through intervention should be sustained and sustainable

### **Participating Schools and Leaders**

At the commencement of the project, 17 Catholic primary schools expressed interest but after delivery of Modules One and Two, Infant Jesus School in Morley withdrew. The school leaders felt that the focus of the PALL project was not consistent with the approach taken at their school, particularly in the early years. Of the 16 remaining schools, 12 were located in the Perth metropolitan area with the majority based in the South Central, South Western, and Southern Regional Governance Groups. The exceptions were St Helena's at Ellenbrook (Eastern RGG) and Trinity College (Central RGG). The relatively close grouping of these schools meant that they were already collaborating in a number of ways, and were familiar with each other's contexts. Four regional schools, located in Mandurah, Waroona, Harvey and Busselton, also participated.

Schools were invited to send more than one leader to the module workshops and all schools did so on most occasions. As a result the number of attendees at the workshops was approximately 40, and remained consistently at that level.

School Profiles completed by principals before the project included broad information on the demography of the schools, their missions and values, literacy teaching and learning priorities, staff numbers and experience, and student and staff satisfaction data. The purpose of these profiles was to inform early discussions between leaders and mentors to ensure that mentors had at least a broad understanding of each context.

The schools represented a wide socio-economic range and while all were part of the Catholic Education system, there were contextual differences. During the second year of the project, five schools changed principals. Members of some school leadership teams also changed, resulting in challenges associated with maintaining momentum during implementation of interventions in the second year.

## RESEARCH AIMS

The aims of the project were to:

- develop principal and school leader understanding of the key elements of the reading process, and how these skills are developed in beginning reading;
- enhance classroom teachers' use of effective teaching strategies around reading instruction;
- support school leaders in the development, implementation and evaluation of an evidence-based literacy intervention in schools.

## PROJECT TIMELINE

Table 1 provides a timeline of the major project activity. Further details are provided in the body of the report.

Table 1: *Timeline of major activity*

Date	Project activity/Data collection and management
<b>2011</b> November 11	Information session for interested schools (8.30-1.00)
<b>2012</b> January	Confirmation of school participation; formation of Reference Group; preparation of contract and Ethics submission; preparation of Modules 1-2, module booklets, data collection instruments, information and consent forms; organisation of venue and catering.
February 27-28	Delivery of Modules 1,2 Completion of school authority forms, participant consent forms; pre-project Personal Leadership Profiles (PLPs); Literacy Knowledge and Beliefs Surveys; Module Evaluations. Authority and consent forms filed; PLP data entered and individual reports prepared; module evaluations and comments entered into database.
March-May	Mentor visits; Reference Group meeting April 4; Teacher Conference Day April 24 (8.30-3.00); ECU team meeting April 26; Individual PLP reports emailed to school leaders for discussion during mentor visits; preparation of Module 3 materials.
June 18, 2012	Delivery of Module 3; Module Evaluations; Module evaluations and comments entered into database; mentor visits; ECU team meeting July 19.
July-August	Mentor visits; preparation of Module 4 materials. Reference Group meeting August 3
September	Teacher Conference Day on Oct 15; Delivery of Module 4 on Sept 3; Module Evaluations; Module evaluations and comments entered into database; mentor visits; preparation of Module 5 materials
October	Delivery of Module 5 on Oct 22; Module Evaluations; Literacy survey data entered into Excel database; module

	evaluations and comments entered into database; mentor visits
November	ECU team meeting Nov 1; mentor visits
<b>2013</b> February-September	Periodic mentor visits and email/phone contact
October	Post-project surveys emailed to school leaders; Mentor visits to schools; post project celebration held on Nov 26
<b>2014</b> February-March	Report preparation and submission

## PROJECT COMPONENTS

### Professional Learning Modules

Five one-day modules were delivered to the leaders throughout 2012 according to the project timeline, with each including instruments or frameworks designed to support professional learning. Following each module, principals engaged in school-based tasks to consolidate understandings and facilitate the dissemination of knowledge throughout their schools as they collaboratively planned and implemented a targeted literacy intervention with their staff. Principals had access to all presentation materials, readings, frameworks, non-commercial assessments and tools developed for the project to support them in these endeavours.

**Module 1** presented key findings from research into leadership, with particular reference to how school leaders can contribute to improved student learning. This module introduced the Leading Literacy Learning Blueprint (Dempster, 2009, see **Appendix A**), which provided a framework for leading literacy improvement in schools. Important concepts included the establishment of moral purpose and a shared mission, broad distribution of leadership, and the notion of *disciplined dialogue* to support the building of professional conversations with teachers about effective classroom teaching.

**Module 2** presented the research background to the ‘Big Six’ of reading (see **Appendix B**), which is the literacy framework presented in the PALL project. The need for each of the six elements to be *explicitly taught* was also highlighted. This input was designed to provide principals with the capacity to have informed professional conversations with their staff. The final session introduced participants to the Literacy Practices Guide (see **Appendix C**), which provides checklists of what effective reading instruction “looks like” in practice. This instrument is described further at a later point in this report.

**Module 3** examined the role of both qualitative and quantitative data in informing planning, and measuring intervention success. Specific assessments for each of the Big Six were discussed, including whole class screeners of some skills, and fine-grained individual assessments for individual students. Principals were provided with a framework for gathering data on student achievement and classroom practice, and strategies for engaging staff in analysis of data, and planning subsequent interventions.

**Module 4** incorporated the concept of intervention ‘waves’, with *first wave* teaching referring to effective whole class teaching as the most efficient way to ensure that most students succeed; *second wave* teaching for students who need additional instructional time and intensity to maintain age-appropriate progress; and *third wave* teaching for students who are significantly behind their peers, and who need a separate and more intensive program in order

to make progress. The need for teachers to have a large repertoire of strategies to teach students according to their learning needs was highlighted. Suggested strategies for supporting students at the whole class, small group and individual level in the junior, middle and upper primary years were included.

**Module 5** provided principals with guidelines and frameworks to support evaluation of their school-based literacy interventions. Principals were asked to gather both quantitative and qualitative data on the impact of the interventions on teaching and learning activities, and on the effect of the intervention(s) on student achievement. Reminders were given about the range of data sources available to them, and of the need to consider how newly developed practices could be embedded in school structures and processes in order to maximise the potential for sustainability.

### Leadership Mentors

An important element of the PALL project, and one that has always been critical to its successful implementation, is the provision of a leadership mentor for each school. After each of the modules, principals were asked to carry out school-based activities designed to reinforce key concepts and connect the content with what they were experiencing in their school settings. Each principal was supported by a mentor who maintained contact through school visits and email throughout the two-year project. The role of the mentor was to follow up questions after module delivery, support the principals in completing between-session tasks, and provide support for the planning, implementation and evaluation of the literacy intervention. The mentors were experienced school leaders with an understanding of primary school contexts in a range of communities. Mentor interaction with schools was dependent upon leaders being available, and some schools were able to meet mentors more often than others.

Sadly, one highly valued mentor and colleague became seriously ill early in the first few months of 2012. Before ill health forced his withdrawal in April, he made a number of school visits, but unfortunately we have been unable to retrieve the precise dates. He was replaced within the project by an experienced, recently retired school principal, who had little time to absorb the aims and full implications of the PALL project.

Table 2 provides a summary of the school visits conducted throughout 2012 and 2013 by his replacement and the second mentor. The asterisked schools underwent principal changes throughout the two years of the project. This had a significant impact on the project's momentum in some of those schools, although not all.

Table 2: *Mentor Visits*

School	Dates of visits
*Assumption	2012: 2 April, 20 August, 17 December (email re plans for 2013) 2013: 30 January (email contact but no response),
Mater Christi	2012: 21 May, 14 August, 12 November 2013: 26 February, 28 May
*Our Lady of Fatima	2012: 1 May, 13 August, 2 November 2013: 25 February, 27 May
*Our Lady of Mt Carmel	2012: 1 May, 13 August, 26 November 2013: 1 March, 27 May
St Anne's	2012: 2 April, 20 August, 18 December 2013: 12 March; 24 May; 11 September
*St Bernadette's	2012: 15 May, 10 August, 16 November

	2013: 27 February, 31 May
St Helena's	2012: 17 May, 24 August, 30 November 2013: 28 February, 30 May
St Jerome's	2012: 1 May, 21 August, 26 November 2013: 1 March, 31 May
*St Joseph's Busselton	2012: 30 March, May (email) 8 June, 17 August, 3 October, 7 December (included 90 min presentation to staff on Data Collection and Analysis) 2013: 12 April, 17 May (email), 30 August, 1 November
*St Joseph's Waroona	2012: 2 April, 20 August, 26 September, 4 December 2013: 12 March, 24 May, 11 September
St Patrick's	2012: 23 May, 23 August, 26 November 2013: 25 February, 31 May
St Vincent's	2012: 16 May, 27 August, 2013: 26 February, 4 June
Santa Maria	2012: 24 April, 7 August, 2013: 25 February, 27 May
Star of the Sea	2012: 29 May, 6 August, 16 November 2013: 27 February, 29 May
Trinity College	2012: 19 November 2013: 28 February, 30 May
Yidarra	2012: 8 May, 17 August, 19 November 2013: 28 February, 30 May

### **Project Reference Group<sup>1</sup>**

Leaders from five participating schools and two ECU representatives formed a reference group that met three times throughout 2012. This group provided feedback on module presentations, received reports from the project presenters and allowed an opportunity for school personnel to have input into the project.

A major role of the steering group was to organise the Teacher Conference Days and provide feedback on the content. This was a very exacting task and required significant effort on behalf of the group.

### **Teacher Conference Days**

Two teacher professional learning days were conducted to provide 'booster sessions', one after delivery of Module 2, and the second after delivery of Module 4. These sessions repeated core material that was of particular relevance to classroom teachers.

The first of these (April 24) centred on 'The Big Six' and presented the essential content knowledge needed to teach reading effectively. More than 450 teachers attended the first day. This was an enormous logistical exercise and credit must go to the Reference Group for their organisational work, particularly Andrea Dopson and her colleagues at Santa Maria College. This day provided impetus for schools as they began implementing the project, and ensured a greater level of common knowledge and shared language among the teachers involved.

Approximately 270 participants attended the second workshop (October 24), which centred on reading intervention and associated classroom management. It featured separate sessions for Teacher Assistants and differentiated activities for teachers according to the year level they taught. Associate Professor Konza and school personnel contributed to these sessions. Thanks

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<sup>1</sup> Members of the Committee were Anne Aquino, Andrea Dopson, Tim Emery, Helen O'Toole, Roger Saulsman, Deslea Konza and Paul Woodley

go to Helen O'Toole, Carol Hoare and staff at St Jerome's who hosted this day and assisted with the organisation.

### **Assessment of teacher phonological awareness**

The first teacher conference day provided an opportunity to conduct a brief assessment of participants' phonological awareness as an 'empathy' exercise (see **Appendix D**), but also to determine the extent to which teachers had a conscious awareness of many sounds that are hidden by the compression or *coarticulation* of spoken language. Highly literate individuals do not always understand the difficulty some children have in perceiving the separate sounds in quite simple words like 'bag' or 'stop'. If children cannot perceive the separate sounds (phonemes) in words, they cannot relate a letter to the sound, and the alphabetic system on which written English is built remains inaccessible to them. All teachers have these skills because it is a prerequisite for the literacy levels required by the profession, but many will have difficulty perceiving sounds to which they do not normally attend. The phonological awareness assessment given to the teachers included words with 'hidden' phonemes – those that are the most difficult to hear – such as 'musical' (the /y/ sound after the /m/ is almost never consciously perceived) and 'examination' (similarly the hard /g/ sound after the /e/ is usually missed). While some of these tasks were quite difficult, it could be argued that those charged with the responsibility of teaching children these skills should have a heightened awareness of the sounds, in order to teach them well.

Of the 450 participants, 164 submitted their answer sheets, which had been completed anonymously. The return rate of 36.4% is common for surveys, although a higher rate would have been expected when conducted on site, and may have reflected some insecurity about the results.

Table 3 presents the average phonological awareness results for the 164 participants. While the average score for the group was 17/25, most points were scored on the relatively easy tasks of identifying the number of syllables in a word, and the first and last phonemes in words.

Table 3: *Group average phonological awareness scores*

Syllabification /4	3.9
Onset Identification/4	3.4
Final Phoneme Identification/4	3.6
Internal Consonant Identification /4	1.2
Phoneme Manipulation /3	2.7
Phoneme Counting/4	0.9
Complex Phoneme Manipulation/3	1.3
<b>Total Score /25</b>	<b>17</b>

Analysis of results revealed some surprising results (see Tables 4-7). Syllabification, which is one of the most basic phonological skills, supports both reading and spelling and is a useful skill for all primary students to learn. It was encouraging that 150 (92%) of teachers managed this task easily, but 14 participants (8.5%) could not correctly identify the number of syllables in the four target words.

Table 4: *Phonological Awareness Assessment Syllabification Scores*

Number of people who:-	
Scored 4 out of 4	150
Scored 3 out of 4	13
Scored 2 out of 4	1
Scored 1 out of 4	0
<b>Syllabification Average Score</b>	<b>3.9</b>

Only 84 participants (52%) correctly identified the first sound (the onset) in four words, thus almost half were unable to do this consistently. Identifying the first sound in a word is an extremely helpful reading and spelling strategy, because the first phoneme is much more consistent with its spelling than other phonemes in words.

Table 5: *Onset identification scores*

Number of teachers who	
Scored 4/4	84
Scored 3/4	63
Scored 2/4	17
Scored 1/4	0
<b>Onset Identification average score</b>	<b>3.4</b>

Only seven (4%) participants could correctly identify the second phoneme in four target words, and only 38 (29%) could detect this in at least two of the four words. Being able to sequentially segment the sounds in words supports both reading and spelling, and is again a useful strategy to teach children throughout primary school, not just in the junior years. It requires the teacher or Teacher Assistant to have this skill to a relatively high level.

Table 6: *Internal consonant identification scores*

Number of teachers who	
Scored 4/4	7
Scored 3/4	11
Scored 2/4	30
Scored 1/4	75
Scored 0/4	41
<b>Internal consonant average score</b>	<b>1.2</b>

No participants at all correctly counted the number of phonemes in *all four* words, and 60 (37%) were unable to correctly count the number of phonemes in *any* of the words. These results are of concern, as they have implications for the capacity of some participants to teach these very elementary skills.

Table 7: *Phoneme counting scores*

Number of teachers who	
Scored 4/4	0
Scored 3/4	13
Scored 2/4	23
Scored 1/4	68
Scored 0/4	60
<b>Phoneme counting average score</b>	<b>0.9</b>

These results are not a judgement on the teachers and/or leaders but on an education system, particularly at the tertiary level, that has let many of them down. For decades, the explicit teaching of any aspect of the English language – the decoding system, spelling, grammatical



structures, and so on - was considered to be unnecessary, and even harmful. As a result of an approach to literacy teaching that was based on ideology, rather than on evidence, many teachers in the audience would not have been taught this information at school, nor during teacher training. The PALL project is, in part, an attempt to address this longstanding problem: to build the literacy-related knowledge of school leaders and their teachers, so they can better support the literacy learning of their students.

### **Frameworks, tools and resources**

The ***Leading Literacy Learning Blueprint*** (Dempster, 2009) is a model of specific dimensions that require attention if leading literacy in schools is to be effective. These include the establishment of moral purpose and a shared mission, broad distribution of leadership, actively participating in professional development with teachers, and coordinating curriculum development. The dimensions of the LLLB also underpinned the Personal Leadership Profile, which allowed principals to monitor their growth in the different areas of leadership throughout the project.

The ***'Big Six'*** framework (Konza, 2011) was designed to encapsulate the extensive research supporting the literacy approach used in the PALL project. It consists of (1) oral language (2) phonological awareness (3) letter/sound knowledge (4) vocabulary development (5) fluency and (6) comprehension, which constitute the core elements required for skilled reading to develop.

The ***Literacy Practices Guide*** (LPG) (Konza, 2012) was designed to support leaders' understanding of effective reading instruction and the collection of classroom-based data. The LPG provides a structured way of looking at five different dimensions of the teaching/learning environment as they relate to the teaching of reading: (1) the classroom environment, (2) student work, (3) planning documentation, (4) reading instruction, and (5) reading across the curriculum. Indicators within each dimension were drawn from the past several decades of research into the components of an effective reading program. Separate two-page guides are provided for the first two years of formal schooling, the junior primary school, and the senior primary years.

In addition to these major tools that underpinned much of the project's activity, other frameworks and proformas were used throughout the project. As part of the third module, simple proformas were developed to guide principals through the processes of analysing the data sets that were collected at their schools, assessing their usefulness, and determining if fewer, more or different assessments were required. An Evaluation Guide was also developed for Module Five to help principals align the purpose of their intervention, the key questions that needed to be asked to determine intervention effectiveness, the data they needed to answer those questions, and how that data could be collected.

### **DATA COLLECTION INSTRUMENTS**

A range of data collection instruments and procedures were used to determine the impact of the PALL project.

## **The Personal Leadership Profile**

The Personal Leadership Profile (PLP) was originally developed for the PALL Pilot and was completed by principals to assess perceptions of their own leadership capabilities. The PLP consisted of 40 statements, randomly placed, which reflected the dimensions of the Leadership for Literacy Learning Blueprint (LLLBB), and which have been linked in the literature to student learning: (1) moral purpose (2) disciplined dialogue (3) a sound evidence base (4) active involvement of school leaders in professional development with their teachers (5) enhancing the conditions for learning (6) planning and coordinating the curriculum across the school (7) shared leadership and (8) connecting with parents and the community. Principals were asked to grade their level of knowledge and competence in each of the statements. There were four levels: limited, sound, very good and excellent.

**Appendix E** contains an example of the PLP instrument, which was initially completed by leaders in February 2012. After data had been entered, a personal PLP report was returned to each principal for discussion with their mentor. School leaders were also given the opportunity to complete these at the conclusion of the project to ascertain any changes in the leadership dimensions. Seven principals responded to this invitation (see **Appendix F** for an example).

## **The Survey of Literacy Knowledge and Beliefs**

The leaders were asked to complete this survey in February 2012 before delivery of Module 2, which focused on literacy knowledge, and in October of 2013 at the conclusion of the second year (see **Appendix G**). The surveys were completed anonymously, but principals were asked to record the school code (unknown to the researchers) on pre-and post-surveys so responses could be matched. Eleven post-project surveys were collected, two of which had no identification and one of which could not be matched with a pre-survey. Thus 8 matched surveys were available for analysis.

This survey explored the leaders' understanding of the key components required for skilled reading to develop, effective teaching practices at different stages of learning to read, and the level of confidence they had in their understanding of the reading process. It contained 25 statements relating to literacy knowledge, responses to which were possible along a five-point scale: strongly disagree, disagree, not sure, agree and strongly agree. The most correct answers scored five, and the least correct scored one point, with 'not sure' scoring three. Some questions were phrased so that *strongly disagree* was the most correct response. Two additional items explored their sense of efficacy in teaching reading, and two assessed awareness of their personal phonemic awareness.

## **Module Evaluations**

At the conclusion of each module participants were invited to evaluate the usefulness of each session along a five-point scale, from *not helpful* to *extremely worthwhile*, and to comment on any highlights and ways in which the session could be improved (see **Appendix H** for an example). These responses provided additional insight into the components of the program that principals found useful. All evaluations were reviewed to inform the format and content of subsequent modules.

### **Leader Project Evaluation Survey**

A Project Evaluation Survey (see **Appendix I**) was emailed to leaders in October 2013. This survey sought information about the focus of their literacy intervention, explored the strategies they used to build teacher knowledge and practice and how effective they believed the strategies were, and sought their overall response to the project. Principals were able to respond anonymously.

### **Teacher Project Evaluation Survey**

At the conclusion of the project, principals were asked to pass on an emailed copy of the Teacher Evaluation Survey to one or two teachers who had been involved in the school's implementation of the PALL literacy intervention (see **Appendix J**). This survey explored the extent to which the teachers believed the school's involvement had built their knowledge of literacy teaching and learning; how they viewed the principal's role in leading literacy teaching and learning in their school; and their overall response to the project.

### **School Intervention Evaluation Reports**

Intervention evaluation reports were received from 12 of the 15 schools that participated in all module delivery. These reports varied in length and detail, but all provided information regarding the school context, the main issues of concern at the school, the intervention plan or plans they put into place, and some evaluation of the results.

## **PROJECT OUTCOMES**

Analysis of the project's impact as determined by each of the data collection instruments is presented in this section.

### **Findings from the Personal Leadership Profiles (PLP)**

All school leaders who completed a PLP at the beginning of the project received a comprehensive report on their leadership profile. This section presents the pre- and post-profiles of each of the seven leaders who responded to an invitation to complete it again at the end of the two-year project. This represents approximately half of the participating schools. Each of the leadership dimensions covered by the PLP, and the average for that dimension, is presented separately.

Figure 1 reveals that, on average (last two columns), leaders believed they had developed in the area of professional development since the project's inception, with greater leadership of and/or involvement in professional development activities with their staff. Some individual graphs reflected perception of significant growth. One perceived some regression in this area.

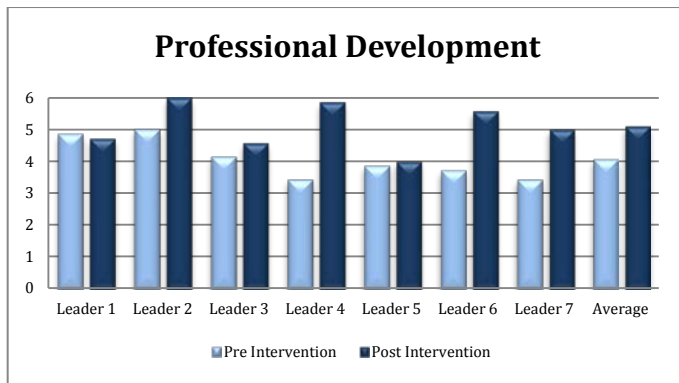


Figure 1: Changes in Professional Development Dimension

All school leaders believed they had improved in the area of curriculum and teaching (see Figure 2). As building skills in curriculum leadership was the focus of the PALL project this would be expected, although once again, there were varying perceptions of the amount of growth among the principals.

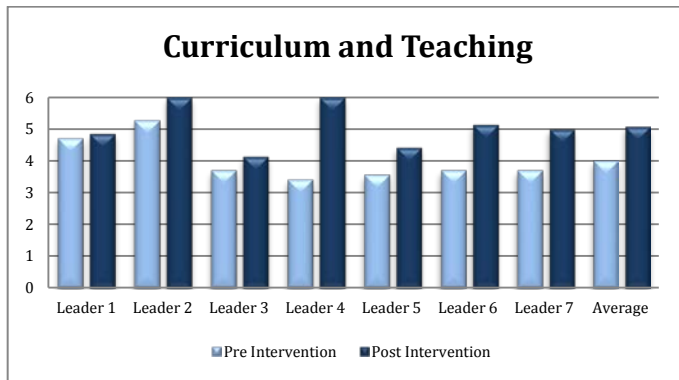


Figure 2: Changes in Curriculum and Teaching Dimension

On average, attention to the many variables within a learning environment that affect children's learning also developed (see Figure 3). Three rated themselves very highly on this dimension, while one remained the same, and another believed performance had declined. It is interesting but not unusual that some leaders consistently rate themselves higher than others, while others rate themselves as relatively low.

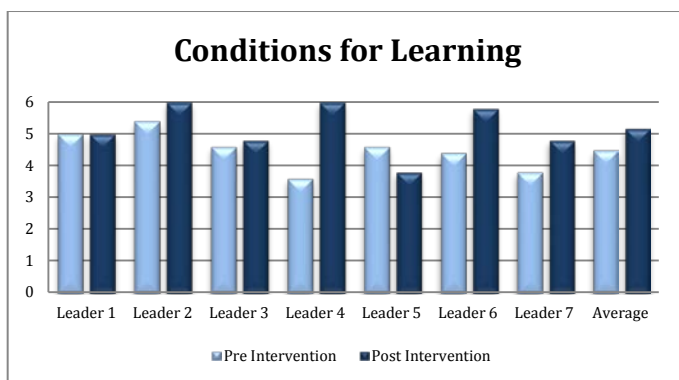


Figure 3: Changes in Conditions for Learning Dimension

Most principals believed they had developed a greater awareness of the fact that initiatives, programs and school procedures needed to be consistent with what research indicates is the most effective to promote student learning (see Figure 4). The focus on an ‘evidence base’ was referred to often in discussions with principals, and was also referenced in several Evaluation Reports. One leader made the following comment in relation to the way in which some of the PALL principles challenged teachers:

Some healthy discussions occurred due to the different philosophies behind synthetic phonics and whole word approaches. These professional dialogues may not have been as possible in the past so this indicates growth in staff knowledge about what are essential underpinnings in quality literacy teaching.

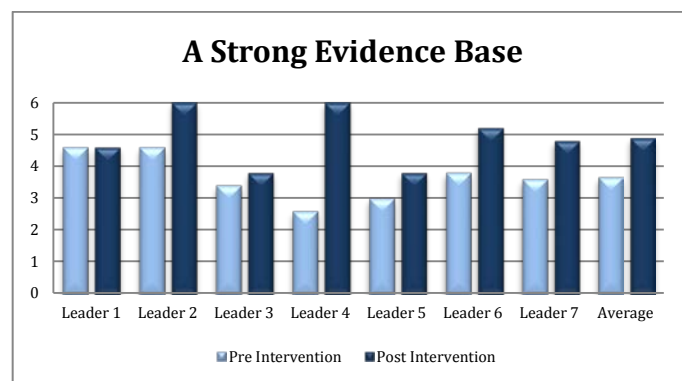


Figure 4: Changes in a Strong Evidence Base Dimension

The moral purpose that guides and motivates educational leadership developed for all but one leader. Discussion of the results revealed that for some leaders, a lower second rating was the outcome of them ‘not knowing what they didn’t know’ before the project. They believed they had developed a greater understanding of many dimensions throughout the project. While the second ratings were lower than the first, they believed this actually reflected their new insight.

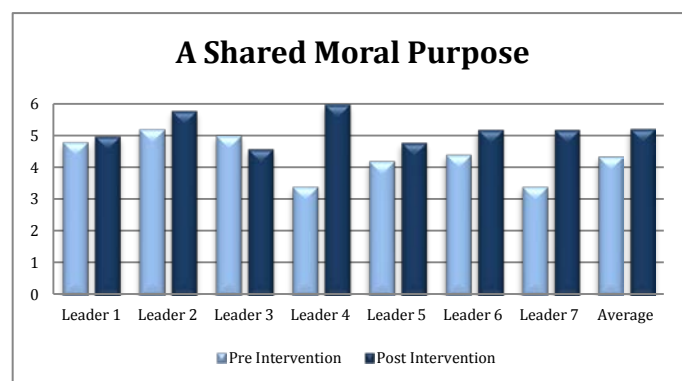


Figure 5: Changes in a Shared Moral Purpose Dimension

The support of parents and the broader community is critical if educational goals are to be maximised. This is not a particular focus of PALL and in most projects has not been perceived as an area of great development. On average, however, this group of leaders believed growth had occurred in this dimension. It was encouraging that in the Intervention Evaluation Reports, most leaders nominated greater parent involvement as important if the impact of the literacy intervention was to be sustained.

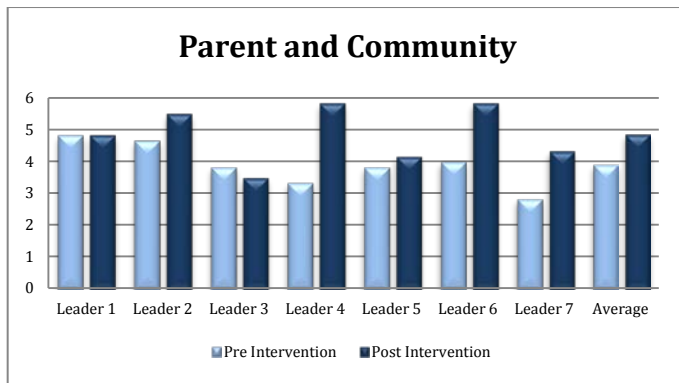


Figure 6: Changes in Parent and Community Dimension

The dimension of shared leadership (Figure 7) was perceived to be the area of greatest development by the leaders. This suggests that a broader base of expertise is being both accessed and developed, and the workload associated with the hard work of leading learning is being shared. These are positive outcomes of the project, and are supported by comments in the Intervention Evaluation Reports.

More evenly shared leadership [is occurring] as staff members are realising their role in leading through collaborative practice.

What has been particularly powerful has been the increased level of collaboration between teachers to further inform and improve practice. Priority was given to teaching and learning of literacy in many cluster meetings as well as in occasional whole staff meetings.

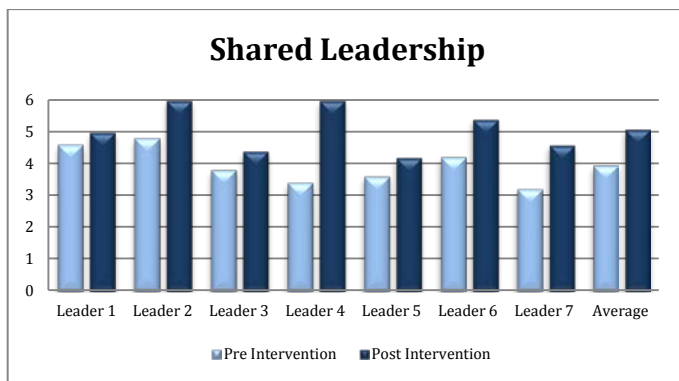
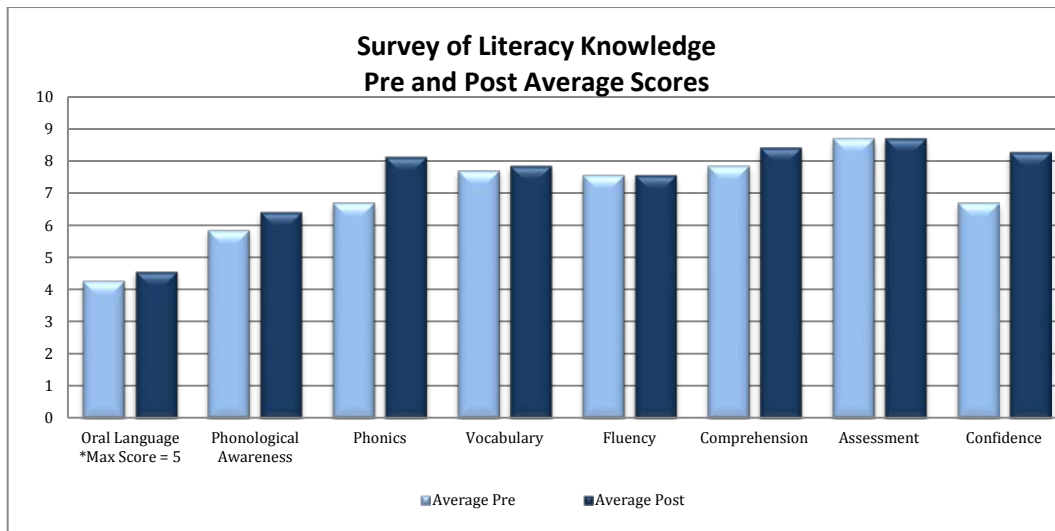


Figure 7: Changes in Shared Leadership Dimension

### Findings from the Survey of Literacy Knowledge and Beliefs

Eight leaders returned the post-project Survey of Literacy Knowledge and the Project Evaluation Survey. These were necessarily collected at the conclusion of the project at the same time as the Intervention Evaluation Report, thus at a particularly busy time of the year. The extended time since there had been contact with the researcher – over 12 months - may also have contributed to the limited response. And while data collection is of great interest to researchers, it is of less importance to many leaders among their many other responsibilities.



*Figure 8: Changes in Leaders' Literacy Knowledge*

Most questions in the survey were clustered under established literacy component headings. Cautious interpretation of these results is necessary, as some categories contained only one question, and most categories contained only two or three. The overall trend, however (see Figure 8), is of some development in all areas except for fluency and assessment. The second fluency item asked for their level of agreement with the statement "Fluent readers do not need precise decoding skills as they are able to make meaning from other cues." Fluent readers have a large bank of words that they immediately recognise and can access immediately, and so do not normally need to use their decoding skills, but they must have well-developed decoding skills for the occasional unknown word. In order to become fluent, therefore, well-developed decoding skills must be in place. This difference may have been too subtle for most respondents. Leaders responded more accurately in the post test to the first fluency item, "Students must attain automaticity of the basic elements of reading if they are to be successful in comprehending text".

There was no growth in their understanding of assessment, although scores were relatively high both pre- and post-project. The questions relating to assessment were general in nature, and the high scores may reflect their understanding of assessment overall.

Encouraging growth was evident in understanding the role of phonics in reading acquisition, which was a key focus of the literacy input. A further encouraging result was the growth in confidence in understanding the reading process. While this is only perception data, confidence can have an empowering and motivating effect on an individual. Growth in these two categories was a very positive outcome of the project.

### **Findings from the Module Evaluations**

As explained previously, participants were invited to complete short anonymous evaluations at the conclusion of each module, to comment on highlights and to suggest improvements. Modules were divided into 2-5 individual sessions. For reporting purposes, responses to each session were averaged to provide an overall rating out of the maximum score of 4. Similar comments under 'Highlights' and 'Suggestions for Improvement' have been summarised and some direct quotes included.

Table 8: *Evaluation of Module 1: Leading literacy learning in schools*

Session	Mean rating	Sample of highlights	Suggestions for improvement
1 n=43	3.4	Research summary informative (5); Role of principal; 'emphasis on Instructional Leadership was fantastic'.	Could have been shorter (2)
2 n=43	3.2	Professional presentation; Leadership framework useful; Professional dialogue; 'Enjoyed the opportunity to interact with school colleagues'.	Less 'lecture style' (1)
3 n=43	3.6	Good group discussion (7); 'Relevant for our school'; 'Opportune'; 'Provided professional understanding of leadership'.	'Would have liked a chance to listen to other schools' contexts here.'
Overall comments		'Good day's workshop.' Microphone was a problem (multiple comments); more interaction (1)	

The presentation of relevant research in an accessible manner was appreciated by time-poor leaders who have little time to read academic journals and research reports. The opportunity to network and interact with colleagues was also valued. In response to suggestions, group discussions were included in subsequent modules during which participants discussed PALL activity in their schools since the last module. A more conscious effort was also made to incorporate more discussion throughout the day. The microphone, which was provided by the venue, was upgraded.

Table 9: *Evaluation of Module 2: What leaders need to know about learning to read*

Session	Mean rating	Sample of 'highlights'	Suggestions for improvement
1 n=42	3.7	Loved hearing about research behind Big Six (6). The 'empathy task' was interesting (3). 'Affirming' 'Provided deeper understanding.' 'Good to discover what I didn't know.'	
2 n=34	4.1	Very informative (3); Clearly explained; 'articulation of what was essential'.	Bit theory-based (2); 'Could we have video of classroom practice here to help us understand?'
3 n=34	4.0	Good debate about explicit teaching (4). 'Good to see emphasis on research, not ideology'; Clearly explained. 'Challenging banter!' 'ECE teachers should be able to find the balance between explicit teaching and play. Research base was good!'	Too theory based (1). 'Videos of this in action?' 'More info on vocab and comprehension' (1).
4 n=34	4.0	Looking forward to using LPG (6) and the ensuing professional dialogue (3). 'A clear path outlined at the end'; LPG clearly explained (2); LPG a great tool. (3)	
Overall comments		Very informative (3) 'ALL Good!' 'Parts three and four good for me as an upper primary teacher to see the processes in junior years.'	

Again there was an appreciation of the research summary and the interaction with colleagues. The Literacy Practices Guide was perceived to be an informative and useful tool. In response to suggestions, videos of strategies in action and input from past leaders explaining how they conducted their interventions, were included in future modules. Module 4 provided an opportunity to provide more information on vocabulary and comprehension as suggested by one participant.



Table 10: *Evaluation of Module 3: Assessment for Learning*

Session	Mean rating	Sample of 'highlights'	Suggestions for improvement
1 n=37	3.7	Some new ideas regarding the application of the LPG; It's good to hear what other schools are doing here.	Too long – 10 minutes would have been enough time for group discussion.
2 n=35	4.0	Drawing our attention to the 5 principles was very useful (5); Smart tools were interesting (4); The exercise in Disciplined Dialogue was worthwhile (3); The role teachers need to play in data use was a good reminder (4); A reminder we need data to make informed decisions (2); Good examples (3); 'We used the session to help us decide on leadership roles for the future in our school'; 'This affirmed our current practice'.	Would have liked more time on Disciplined Dialogue (1); Hard to follow (1).
3 n=37	4.0	The range of assessments discussed was great (13); Good examples used (4); Presenter's expertise – depth of analysis (6); 'The reminder about the need to teach diagnostically was useful'; 'This affirmed our current practices'.	Some guidance on the best 5 or 6 strategies for all 3 levels of intervention (2); More time to discuss other schools' practices (1).
4 n=35	4.1	Coarse to fine grained analysis a good exercise (6); Showed how data can be misinterpreted and the need to analyse further (4); Useful/helpful ideas (3); 'The emphasis on the role of teachers and the need for PL for them'; 'Presenter's expertise great'.	Needed more time to discuss ideas; Some upper primary data would have been useful to look at.
Overall comments		Lots to digest (3); Good/great day (3) Good food (2); Good venue (3); 'Not for the faint hearted; informative and insightful'; 'Thank you both.' Screen was too small; More innovative ideas needed such as the reading checklist.	

Most participants appreciated the sharing time at the beginning of the module, although for one participant, it was too long. 'More time to discuss' was a relatively common participant response, and in fact, all topics were worthy of further discussion. All modules are necessarily content-heavy and is one reason for the mentor visits between modules, as some information takes time to digest, and use of the support material requires more extended consideration.

Table 11: *Evaluation of Module 4: Leading Literacy Interventions*

Session	Mean rating	Sample of 'highlights'	Suggestions for improvement
1 n=22	3.7	Good to hear how other schools are using the LPG (12); 'LPG tests our perceptions versus the reality.'	Don't allow a few to dominate (1)
2 n=24	3.8	Information about global systems (2); Explanation of Waves – led to greater understanding (11); Importance of Wave 1 classroom teaching and alternatives for intervention (4); 'Planning frameworks were good'; 'This took my knowledge of the 3 waves to another level.'	Pace a bit slow (3); 'Waves a bit different to RAISE model'.
3 n=25	4	Case studies (including Westminster JPS) (10); Excellent handouts and guidelines (4); Knowing exactly what a successful school does (4); Reminders about explicit teaching and whole school ethos in literacy; 'Exchange of ideas was very helpful'.	
4 n=24	4	Challenging the status quo regarding LDT; High level discussion of how a literacy block actually works in P-7 classrooms (7); Emphasis on targeted, regular intervention; Reminders of the importance of assessment; Documents outlining specific strategies	Case studies/video clips of what it looks like (2); 'It would be good to really drill down into some intervention strategies.'

		at each level (4); 'Documents were excellent and well explained and I will use these with staff.'	
5 n=20	3.9	The planning sheets with examples at the end of the day (9); Good to revisit this with all the links clarified (7); Asking the right questions is important (2); Disciplined dialogue (2); The emphasis on using the LPG and follow up disciplined dialogue; 'Thanks for all the checklists and templates –very useful and encourage uniformity in schools'; 'Some important challenges presented to leaders.'	'Too theoretical for the end of the day. May make more sense when digested.'
Overall comments		Very useful for forward planning - really practical ideas (3); 'Being made aware of the steps for intervention'; Having 'homework' is really useful and keeps the momentum going (2); 'Would be nice to have more planning time on the spot.' Thanks, Paul and Deslea (2).	

The podcast of a previous leader explaining how the project was implemented in his school was appreciated, and in response to feedback about further use of visual material, DVD presentations of strategies in action were included in the second teacher conference day and in subsequent module presentations. One participant wanted time to “drill down into some intervention strategies”, a realistic comment in view of the complexity of the information presented.

Table 12: *Evaluation of Module 5: Intervention Evaluation and Future Planning*

Session	Mean rating	Sample of 'highlights'	Suggestions for improvement
1 n=24	4	Good to hear what other schools are doing (11); Idea of targeting middle 60% of staff for change (2); 'I enjoyed the depth of thought and integrity displayed'.	Too long (2); Would like to spend more time on this (1); 'Would be good to have some 'prepped' schools to present.'
2 n=26	4.2	Action research type model clearly explained (6); 'Lots to consider'; 'Suggested question types for 'purpose' were helpful.'	'Would have liked a practical example'; 'A bit rushed.'
3 n=25	4	Great summary for reflection (5); clearly explained (2); 'Lots of data sources outlined'; 'Like the positive stories from other schools – give us more.'	The three sessions seemed to overlap – perhaps need a summary at end of each to establish just where they fit.
4 n=26	4.3	Having time away from school to plan with colleagues and have assistance while we did it (16); Explanation of the template with good examples; 'Planning at the end of the day was the culmination of an excellent day'; 'This was the last piece of the puzzle – things are much clearer now (big picture).'	Would like to see another school's plan; 'Noise level bit of a concern.'
Overall comments		Thank you (6) 'Many thanks – outstanding in every session.' 'Booklets and Power Point handouts are really helpful.' 'Thank you! You were explicit and systematic and you provided effective scaffolding – just as we need to do in teaching.' 'Thank you for such a valuable project.' 'An excellent year-thank you so much.' 'Looking forward to our continued association next year.'	

The sessions in Modules 3-5 in which leaders shared their progress and reported on initiatives since the last gathering were consistently ranked positively. Most participants valued the opportunity to network with colleagues and share experiences. The feedback that some sessions were too long for some, and not long enough for others, reflects the difficulty of meeting the individual needs of every participant, but overall Module 5 was clearly worthwhile for most. Summative comments about the project in general also reflected a high level of satisfaction.

In the final session of this module, participants had the opportunity to begin planning their reading intervention in 2013. Their highly positive feedback indicated the value they placed on dedicated time with colleagues to commence planning under the guidance of the workshop presenters, and without the interruptions that would inevitably occur at schools. This was one reason for delivering all modules off campus, despite the increased cost of hiring outside venues. It was gratifying that the CEO leaders took advantage of this opportunity, as some PALL groups have welcomed the final session as an opportunity to leave early.

### Findings from the Leader Project Evaluation Survey

The responses of the eight leaders who returned surveys were extremely positive across all the categories, perhaps reflecting a skewed sample of the most satisfied participants. No participants were sufficiently motivated to respond in a highly negative manner, which suggests that the overall response was broadly positive.

As with every other PALL project, the mentors were critical in maintaining focus on the project's core goals, and were a valued aspect of the project (see Table 13). Despite their efforts, however, there was some attrition of schools from the project in the second year as leadership changes and other responsibilities consumed leaders' attention and energy.

Table 13: *Roles of the mentor – Leader responses*

I found the following roles of the Mentor to be useful:	1 Disagree	2	3	4 Agree	Mean
Communicating information about the PALL project and providing resources.	0	0	4	4	3.5
Providing support for the use of data to improve literacy learning.	0	1	4	3	3.3
Maintaining focus on the aims of the PALL project.	0	0	3	4	3.6

The Literacy Practices Guide was also perceived to be a valuable tool to support literacy learning in the schools (see Table 14). Its greatest contribution was in helping leaders understand what they should be looking for in classrooms across the year levels, and to have informed conversations with teachers about their classroom practice. Comments in the Evaluation reports, several of which are included below, also supported the use of the LPG:

The LPG enabled conversations between teachers and leaders to focus on the critical components of instructional reading sessions as well as the overall environment

Allowed for affirmation and suggestions for improvements

Led to informed discussions as well as improved classroom practices

Enabled self reflection regarding the classroom environment, strengths and growth opportunities in classroom reading practices

Helped maintain the focus on delivering quality literacy teaching

Table 14: *Use of the Literacy Practices Guide – Leader responses*

The Literacy Practices Guide has helped me:	1 Disagree	2	3	4 Agree	Mean
Recognise effective teaching practices for reading development at different year levels.	0	0	2	6	3.8
Support the set-up of classroom environments that facilitate reading development.	0	0	0	8	4
Engage in conversations (“disciplined dialogue”) with teachers about effective reading instruction.	0	0	1	7	3.9

All respondents strongly agreed that participation in PALL had helped them understand more about how reading develops, and how it should be taught (see Table 15). This was an important outcome, as teaching children to read is arguably the most important academic outcome of primary schooling, and one that requires informed leadership at the whole school level. Participants also believed they were better equipped to review assessment practices and discuss individual student progress with both teachers and parents.

Table 15: *Leadership of literacy Learning – Leader responses*

As a consequence of my school’s involvement in the PALL project, I have:	1 Disagree	2	3	4 Agree	Mean
Promoted an understanding of reading development and effective reading instruction.	0	0	0	8	4
Reviewed school assessment practices based on knowledge of reading development.	0	0	4	4	3.5
Worked with staff on data to identify students who need targeted intervention in reading.	0	0	2	6	3.8
Discussed student progress in reading with teachers to a greater extent than previously.	0	0	2	6	3.8
Conversed with parents about student reading development to a greater extent than previously.	0	0	3	5	3.6

Responses to the final section of the survey (see Table 16) revealed that while principals saw the greatest development in their own knowledge of reading development and instruction, they also believed their leadership of this curriculum area had improved, as had their teachers’ knowledge. This resulted in their schools being better able to support students’ reading, and a subsequent improvement in student achievement in this critical area. Supporting comments from four Evaluation Report are included below:

The evidence indicated that staff has an understanding of the Big Six and the strategies adopted have provided positive changes to school and classroom practice. There is greater collaboration and commonality of purpose developing between staff. We have also found that professional development meetings focussing on school-based issues have led to informed discussions as well as improved classroom practices.

Teachers have clear focus and this is evident in their professional conversations. This has been a significant beneficial outcome of the project. The quality of conversations in cluster meetings has been a source of impressive qualitative data. The frequency and quality of these professional conversations in, particularly, the Pre-Kindergarten to Pre-primary and Year 1-3 Cluster meetings has provided effective collegial sharing and professional development. These meetings are a constant source of capacity building.

The focus on early identification and intervention of students at educational risk had a significant impact. The small group targeted instruction where the students are withdrawn from class not only helped the student at risk at an individual level, but also those students that remained in the classroom. This allowed them to push all of their students further, thus allowing for more progression than in previous years.

We felt that strong school structures were already in place to support this project in terms of our established Professional Learning Community Meetings, however the development of shoulder to shoulder learning where teachers have an opportunity to visit each other's classrooms with a very specific focus has been a very powerful structure which promoted staff reflection and allowed learning to occur in new ways. We also felt that having a specific focus has allowed us the time to deepen our knowledge purposefully and allowed teachers to engage in professional dialogue about their own teaching in a specific focus area. This approach has led to decisive action that has translated directly to positive action in the classroom.

Table 16: *Leadership of literacy learning – Leader responses*

Overall, as a result of participating in the PALL project, I perceive improvement in:	1 Disagree	2	3	4 Agree	Mean
My personal knowledge of reading development and effective reading instruction.	0	0	1	7	3.9
The knowledge of my staff regarding reading development and effective reading instruction.	0	0	2	6	3.8
My capacity to lead the teaching of reading at the school level.	0	0	2	6	3.8
Our school's capacity to address students' reading difficulties.	0	0	4	4	3.5
Our students' reading achievement.	0	0	3	5	3.6

### Findings from the Teacher Project Evaluation Survey

This survey was conducted to determine the extent to which the PALL principles 'trickled down' to the classroom teacher level. A total of 41 teachers returned their surveys, although not all responded to every item.

Most teachers (36 or 88%) agreed that the Literacy Practices Guide supported their understanding of reading development and instruction. A proportion, however, saw little value in it. Because no room for comments was provided, we do not know if this was because they were very familiar with the reading research and so the LPG offered little for them; whether they had perhaps never seen the LPG; or whether they disagreed with its content. One outcome of this was the realisation that future surveys should include opportunity for comments.

Table 17: *Use of the Literacy Practices Guide – Teacher responses*

The Literacy Practices Guide has been helpful in:	1 Disagree	2	3	4 Agree	Mean
1. Increasing my understanding of effecting teaching of reading.	2	3	23	13	3.1
2. Informing the set-up of my classroom environment to facilitate reading development.	4	3	18	15	3.1
3. Engaging in conversations with colleagues or leaders about effective reading instruction.	1	2	18	19	3.4

Table 18 reveals that over 85% of teachers who responded believed their knowledge of reading development and instruction had been enhanced as a result of their schools' involvement in PALL, with almost 50% agreeing strongly with that statement. This was an encouraging response, albeit from the sample who had returned their surveys, and therefore more likely than others to have actively engaged in the project. Slightly smaller percentages had reviewed their assessment practices (30 or 79%); analysed student data with colleagues or leaders (28 or 73.7%); or engaged in more discussions than previously with school leaders about student progress (29 or 74.4%). Nevertheless, the fact that 75% or more respondents agreed that key components of their literacy knowledge and teaching practice had been enhanced by involvement in PALL was a positive outcome of the project. The Intervention Evaluation Reports supported these results, with reference to *'positive changes to school and classroom practice'*; *'greater collaboration and commonality of purpose developing between staff'*; and *'far more effective professional development focussing on school-based and collaborative sessions which use evidence to inform discussion'*.

A potentially disappointing aspect of these results was that only 22 (56%) teachers had engaged more with parents about their child's reading progress, although the level of engagement with parents before the project was not known.

Table 18: *Literacy Teaching Practices - Teacher responses*

As a consequence of my school's involvement in the PALL project, I have:	1 Disagree	2	3	4 Agree	Mean
Enhanced my knowledge of reading development and effective reading instruction.	3	3	15	20	3.3
Reviewed the way I assess student reading progress.	2	6	18	12	3.1
Analysed data with colleagues/school leaders to identify students who need targeted intervention in reading.	4	6	16	12	3.1
Discussed student progress in reading with school leaders to a greater extent than previously.	4	6	18	11	2.9
Conversed with parents about student reading development to a greater extent than previously.	4	13	13	9	2.7

One Intervention Evaluation Report included pre- and post-results of a school-based survey of teachers' perceptions of their growth in knowledge of each of the Big Six elements and their confidence in teaching them along a five-point scale (as opposed to a four-point scale used in the project's survey). The results are included below.

Table 19: *Individual school teacher survey*

Question	March, 2013	October, 2013
Knowledge of Oral Language	Mean: 3 Range: 2-4	Mean: 4 Range: 3-5
Confidence in teaching Oral Language	Mean: 3 Range: 1-4	Mean: 4 Range: 3-5
Knowledge of Phonological Awareness	Mean: 2 Range: 1-4	Mean: 4 Range: 3-5
Confidence in teaching Phonological Awareness	Mean: 2 Range: 2-4	Mean: 3 Range: 3-5
Knowledge of Phonics	Mean: 3 Range: 2-4	Mean: 4 Range: 3-5
Confidence in teaching Phonics	Mean: 3 Range: 2-4	Mean: 4 Range: 3-5
Knowledge of Comprehension	Mean: 3 Range: 3-4	Mean: 4 Range: 3-5
Confidence in teaching Comprehension	Mean: 3 Range: 2-4	Mean: 4 Range: 3-5
Knowledge of Fluency	Mean: 2 Range: 1-3	Mean: 4 Range: 3-5
Confidence in teaching Fluency	Mean: 2 Range: 1-3	Mean: 4 Range: 3-5

All teachers at that school, which had engaged strongly in the project, believed they had grown in both knowledge of reading and confidence in teaching it. The consistency of the results is encouraging.

A total of 34 teachers (87%) agreed that, as a result of the PALL project, their school leaders had promoted an understanding of reading development and effective reading instruction, with 20 teachers (51%) strongly agreeing with that statement (see Table 19). Slightly fewer agreed on items regarding assessment in the school, the leaders' personal knowledge development, and overall leadership of literacy learning, but overall the teachers perceived a positive impact in these areas.

Table 20: *Leadership of literacy learning – Teacher responses*

As a result of the PALL Project, I believe our school leader(s) have:	1 Disagree	2	3	4 Agree	Mean
Promoted an understanding of reading development and effective reading instruction.	2	3	14	20	3.3
Reviewed school assessment practices relating to reading achievement.	3	6	12	17	3.1
Developed their personal knowledge of reading development and effective reading instruction.	1	6	17	15	3.2
Led reading instruction at the school level more effectively.	2	7	19	10	3

Most teachers agreed that the school's involvement in PALL had improved their own capacity to use data for monitoring purposes and address students' reading difficulties, resulting in improved student achievement (see Table 20). This is an indication that PALL principles did permeate to the classroom level, albeit from a limited sample. One Intervention Evaluation Report included a direct teacher quote on the impact of the school's renewed focus on reading: *'How I was teaching reading 5 years ago to how I teach it now has been flipped'*. Other

Evaluation Reports supported changes in teacher knowledge and practice, and subsequent improvements in student achievement:

Teacher personal knowledge of reading has improved dramatically.

Our Year One teachers feel that there has been a vast improvement in their student's reading abilities during 2013. The student's reading levels have jumped significantly this year in comparison to the levels at the same time last year. At the end of 2012 the majority of students achieved an Instructional Reading Level of between 10 and 15. Comparatively this year the majority of students achieved levels of between 15 and 20 or beyond.

Teachers now comment on the levels of achievement of their students in very positive terms. For example, one Pre-primary teacher stated in early term 3, 2013 her children were three to six months ahead of where she had her class operating the previous year. Teachers in all Year One classes endorsed this view. This is the cause of much professional satisfaction and pride and spurs teachers on.

Table 21: *Project outcomes – Teacher responses*

Overall, as a result of my school's participation in the PALL project, I perceive improvement in:	1 Disagree	2	3	4 Agree	Mean
My capacity to use data to monitor students' reading progress and target students for intervention.	2	2	17	15	3.2
My capacity to address students' reading difficulties.	3	3	19	12	3.1
My students' reading achievement.	2	3	18	13	3.2

### Comparison of leader and teacher views

A number of items in the leader and teacher surveys were identical but because the surveys were anonymous, it was not possible to directly compare the views of leaders and teachers within the same school. We can perhaps assume some level of alignment because leaders who responded were more likely to encourage their teachers to respond. It was therefore interesting to broadly compare the opinions of the two groups. Table 21 compares the mean ratings of leaders and teachers on key aspects of the PALL project. Leader ratings were higher in every instance, reflecting the more positive view of those most closely associated with the project. There was closest agreement on three points: that literacy assessment practices had been reviewed; that the school had an increased capacity to address students' reading difficulties; and most importantly, that student reading achievement had been enhanced.

Table 22: *Comparison of leader and teacher views (unmatched)*

The school's involvement in the PALL project has:	Leader mean rating /4	Teacher mean rating /4
Enhanced leader knowledge of reading development and effective reading instruction	3.9	3.2
Enhanced teacher knowledge of reading development and effective reading instruction	3.8	3.3



Enhanced leader capacity to lead reading instruction at the whole school level	3.8	3
Led to review of literacy assessment practices	3.5	3.1
Enhanced school's capacity to address students' reading difficulties	3.5	3.1
Increased discussions between leaders and teachers of student reading progress	3.8	2.9
Enhanced students' reading achievement.	3.6	3.2

## **Findings from the Literacy Intervention Evaluation Reports**

The richest data about the impact of the PALL project came from the Intervention Evaluation Reports, some of which included extensive student achievement data. The following information was drawn from the 12 reports that were submitted at the end of 2013.

### **Identification of intervention focus**

After a brief description of their school contexts, principals were asked to nominate the area(s) of need that prompted their decision to participate in PALL, and the evidence base on which they made their decision. Most principals nominated more than one area, and used more than one source of data. The four most common issues are discussed in the following section.

#### ***Student literacy achievement***

Nine schools were prompted by NAPLAN results to focus on particular areas of literacy, with reference to students performing below year-level expectations in reading, writing and spelling. In two additional cases, NAPLAN results were above state averages, but below those of like schools.

Five reports specifically mentioned the need to focus on phonics and spelling; two mentioned fluency; and five leaders identified comprehension, including inferential and evaluative skills, as requiring attention. Three schools identified programs in the early years as requiring attention as a result of their Performance Indicators in Primary Schools (PIPS) data, and other schools referred to results of standardised tests such as the BURT Word Reading Test and the Test of Reading Comprehension (TORCH) as providing the rationale for involvement in PALL and a particular area of focus.

#### ***Staff skills and expertise***

Eight reports identified the need to build the knowledge base of teachers regarding the reading process, and to improve the whole class teaching of reading. The need for improved planning and for more explicit teaching was specifically mentioned. For some schools, it was the number of relatively inexperienced teachers at their schools that had highlighted this area of need.

In a preface to one school's Intervention Evaluation Report, the principal recounted an experience during the first week at her new school. It is included here in its entirety because of the powerful message it conveys about leader responsibility:

It is accepted wisdom amongst school leaders to sit back and just get to know the new school and its culture. This was simply impossible to do. On Day One, several Year 2 students were sent to my office with their work. I dutifully put on the merit stickers and asked the children to read

their work back to me. This was a very difficult task for them and I resolved to ask the teacher if these children were her struggling readers and writers. The answer shocked me. This group was supposed to be the brightest students and yet their work was equal to Year 1's at around June in my previous school.

Over the first two weeks, I discovered that there was an appalling lack of knowledge amongst the teachers of Years PP, 1 & 2 about the reading process. They had no clear understanding of the necessity of teaching children their sounds and CVC words in a sequence. They did not teach sight words with any rigour plus they were not reading enough to the children. Additionally they sent home books at levels of difficulty far beyond the children's skills. This led to many children experiencing failure right from the start of Year 1. Additionally, Year 2 children could not read simple CVC words instantly, let alone spell them. Our initial PALL-CEO audit revealed huge problems. One of interest was the high percentage of teachers with less than five years teaching experience. The second was the lack of support staff. The Special Needs teacher was allocated a mere 0.2 FTE to supervise the needs of all struggling students.

When I discovered that 27 Year 3 students could not read beyond level 5, it was time to take action.

### ***School-wide approach***

Related to staff knowledge and expertise was an acknowledgement by several schools that no school-wide approach to the teaching of reading was in place. In some cases staff 'did not speak the same language', with teachers coming from very different philosophical backgrounds regarding the teaching of reading. This resulted in poor continuity of teaching, which had significant implications for those children who were not making progress.

### ***Assessment***

Linked to school-wide processes was identification of the need for more systematic and diagnostic assessment of reading, which was mentioned by five schools. The introduction of standardised assessments across the school, and the selection of appropriate assessments for different purposes were identified as requiring attention.

### ***Implementation processes and strategies***

This section summarises the various school-wide processes, resources and classroom strategies that were implemented to support literacy interventions across the schools.

#### ***Changes to school-wide processes***

*Common literacy blocks* across year levels were introduced in five schools to cater for the different progress rates of children. In one school, the existing literacy block was extended to maximise literacy instruction time, and in two others, the timetables of specialist teachers were adjusted to add further support in this block of time. Several schools reported the introduction of a 'no interruptions' policy during dedicated literacy time.

Two schools also introduced *common DOTT time* to support collaborative planning, with one specifying that no classes from Year 2 or below were scheduled to have DOTT prior to recess, which was peak learning time for the younger children.

An *inventory of reading resource materials* was conducted in four schools to determine where new or different resources were required. In another school, the ways in which resources were being used was documented. Investigations in these five schools prompted the purchase of targeted resources that were consistent with the aims of the project.

More than half of the Reports mentioned that *Professional Learning Communities* (PLCs) had been established or 'revived' to support the intervention. *Dedicated time* in staff, cluster group, or PLC meetings was allocated in eight schools to focus on issues relating to the literacy intervention. Activities included collating and analysing data, planning specific interventions, researching appropriate resources, and developing scope and sequences in particular areas of literacy.

### ***Assessment***

All schools referred to strategies that involved assessment in some manner. For some this involved purchasing more 'relevant and informative' instruments; other schools changed assessment schedules to improve both planning and monitoring processes; and others aimed to use assessment data in a more diagnostic manner to determine the needs of individual children.

### ***Reading resources***

Different resources and programs were mentioned to support the interventions. A notable characteristic of the resources was that they were consistent with the principles of the PALL project, with many being recommended in Module materials.

The synthetic phonics program *Letters and Sounds* was introduced in two schools. *Words Their Way*, *A Sound Way*, *Sound Waves* and *Spelling Mastery* programs, all of which include relevant resources, were systematically adopted by different schools. *Reading A-Z*, a whole school strategy that promotes fluency, was implemented in another school.

The *MiniLit* program (for students in Years 1-3) was introduced in five schools, and *MultLit* (for students in Years 4-6), was introduced in three schools. These are systematic, highly explicit phonics programs for students achieving in the bottom 15%, and include comprehensive professional development, detailed lesson plans and associated resources. Students' entry points into the programs are flexible and their movement through the program is individually tailored. The programs are delivered to small groups of four students and take approximately 20 weeks to complete. Children participate in four lessons of up to 60 minutes per week during which time regular curriculum-based measures are used to monitor the progress of the students. These programs are consistent with the systematic and explicit approach advocated within PALL.

### ***Human resources***

Many schools reported the appointment of key personnel to support the literacy interventions, and a change in the way Teacher Assistants were deployed. One school employed a speech pathologist to support the language development of children and the teaching of oral language.

### ***Professional learning***

Targeted professional learning for teachers and Teacher Assistants was a key response of a number of schools as they recognised the need to build staff knowledge and skills. A common characteristic of most of the professional learning was the focus on *explicit teaching*, which was one of PALL's core messages. Schools that had adopted *Multilit* or *Minilit*, and some other commercial programs, were able to take advantage of the professional development that accompanied them. Other schools accessed services provided by the PALL presenters (e.g. on

the Big Six or data analysis), the Dyslexia Speld Foundation, or private education consultants. Four schools provided specific professional learning for Teacher Assistants, as they delivered core components of the intervention programs with positive results. One leader stated:

Teacher Assistants are included in professional development opportunities and training received has been put into practice on a daily basis. As teaching assistants they are now an even more integral part of the learning environment and act as co-educators. Additional training has been offered to any staff member who has identified a need. The willingness to learn and adopt new approaches by the Teacher Assistants has been exceptional.

### **Intervention outcomes**

The major aims of the PALL project were to develop the leadership capability and literacy knowledge of the school leaders, and change the classroom practice of teachers towards more explicit instruction in the area of reading. No systematic student achievement data across all schools were collected, but the 12 Intervention Evaluation Reports included either summative information or data on student achievement that was appropriate for each individual context.

### **Student achievement**

All schools reported enhanced student achievement. Some made statements about general trends, such as *'Improved standardised test results across all year levels'* and *'significant movement of students in each year level through the Words Their Way program'*.

One report provided post intervention data for students in Years 1 and 2 demonstrating significant levels of phonic knowledge and word reading, but not pre-intervention data, thus actual growth could not be measured. PIPS data in another school revealed that targeted students improved in Letter Identification, from 25% of students scoring above 96% in Term 1 to 81% in Term 4. These results were supported by Observational Survey data, which revealed that 86% of students scored above 98% in Letter Recognition in the post-test, compared with only 18% in Term 1.

Another school's intervention program focused on a target group of eight lower-achieving students. Data were collected in March and October using the PAT-R, TORCH and MiniLit screener tools. The combined results are provided in Table 22.

Table 23: Wave 3 intervention results

Student	PAT-R March	PAT-R October	Difference	TORCH March	TORCH October	Difference	Minilit March	Minilit October	Difference
A	5	7	+2	4	11	+7	50	107	+57
B	0	4	+4	1	7	+6	30	70	+40
C	0	1	+1	0	2	+2	39	113	+74
D	8	12	+12	9	15	+6	55	76	+21
E	5	6	+1	3	11	+8	72	155	+83
F	8	8	0	1	8	+7	104	150	+46
G	4	11	+7	0	16	+16	85	116	+31
H	1	1	0	0	5	+5	36	105	+69

The summary statement in the report stated:

All students demonstrated improvement in at least 2 of the 3 assessments, with no student regressing. The results of the MiniLit screening were particularly striking, with

some students more than doubling their previous scores and the classroom teachers and parents also noting improvements in the students' self-correction and decoding abilities.

Several other schools that had implemented the MiniLit and MultiLit programs provided pre- and post-data using a variety of assessments including the MiniLit screener, PIPS, Reading Recovery Reading Levels and Burt Reading Tests. One school provided evidence of significant growth from February to October for students in these programs across all the year levels through increases in Reading Recovery Levels and Burt Word Tests. These results may be seen in **Appendix K**.

The MiniLit results for another school revealed that targeted students in Years 2 and 3 also made significant improvements (see **Appendix L**). This school's Intervention Evaluation Report included the following encouraging comment:

It was our goal to have all students in Year 2 reading above level 20 by the end of the year: it would be realistic to have this revised to level 25 for this cohort, which is very attainable looking at the results.

Fluency was also targeted in the same school, and results demonstrated marked improvement. Prior to commencement of the MiniLit intervention some Year 2 students were unable to score at Reading Level 1, but by the end of the intervention, were reading at a rate close to the early rate for year 2 students. These results suggest that the MiniLit program can play a useful part in accelerating the progress of students who are well behind their peers.

Other schools presented NAPLAN data to demonstrate student achievement. One report provided trend data from 2009-2012 and 2010-2013 to demonstrate value added to the achievement of the Year 3 and 5 cohorts, with a particular rise in the improvement of Year 5 students (see Figure 9) after their intervention focus on fluency and comprehension. NAPLAN data for a school that had focussed on spelling, grammar and punctuation, and comprehension revealed that after some years of being below like schools, they were equal in one target area, and above like schools in others.

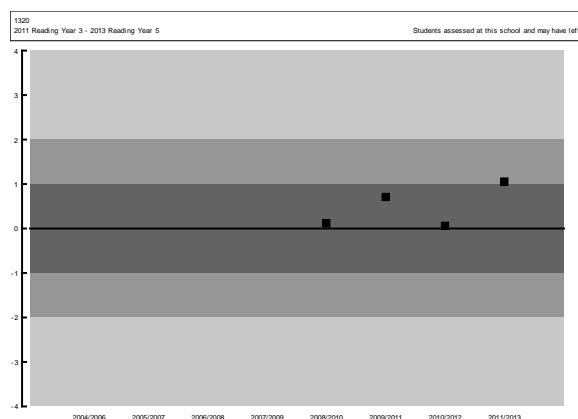


Figure 9: Trend data showing growth in Year 5 reading

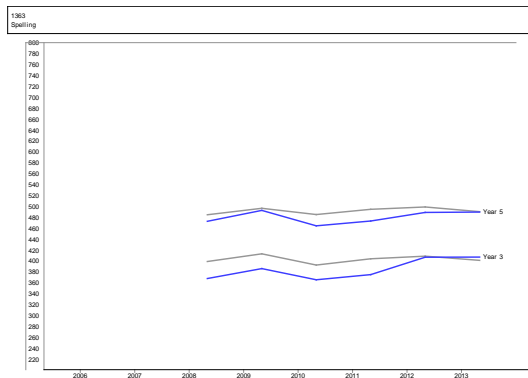


Figure 10: NAPLAN spelling data after intervention

While the Year 5 spelling results equalled like schools, the Year 3 results were just above (see Figure 10). These data do not reflect changes in a single cohort, but could reflect significant changes in classroom teaching even in this period of time. Figure 10 reveals that improvement had tapered off after rapid improvement from 2011 to 2012, which could reflect a period of time during which skills were consolidated.

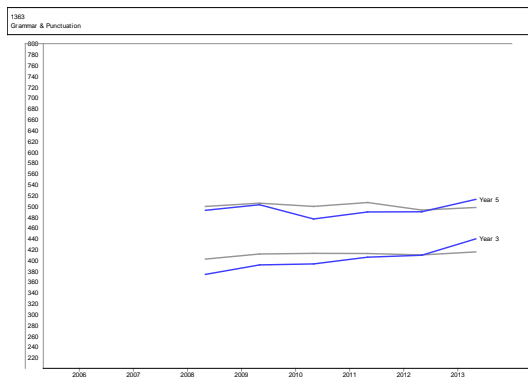


Figure 11: NAPLAN grammar and punctuation data after intervention

The intervention focus on grammar and punctuation resulted in marked improvements relative to like schools for both Year 3 and Year 5 students (see Figure 11). The school had collaboratively developed its own scope and sequence for this area, which would have developed the knowledge and skill base of those involved, and therefore their classroom practice.

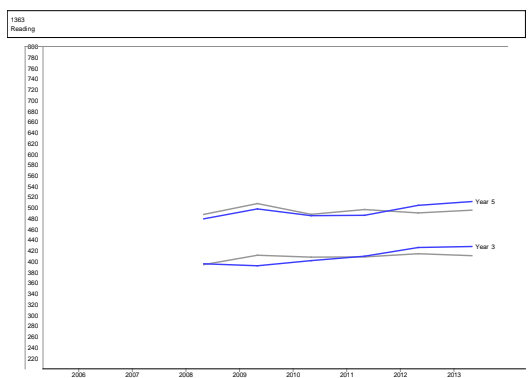


Figure 12: NAPLAN reading data after intervention

NAPLAN reading results also revealed an upward trend to a point above like schools for both Years 3 and 5 (see Figure 12). NAPLAN results for this school had been improving relative to like schools since 2011. It is likely that the PALL project had further supported existing good practice in this school.

Another school that had focused their literacy intervention in the junior school provided extensive trend data from 2001-2007 WALNA and 2008-2013 NAPLAN assessments among other data sets in their Evaluation Report. Comparison with like schools (WA Catholic Similar Schools) revealed a strong upward trend in Year 3 reading, with scores above like schools in

2013 for the first time since 2010, at which time they had been only just above. Year 5 results also showed an upward trend from 2012 after a downward trend for two years, although they are still not quite at the level of like schools (see Figure 13). Spelling, and grammar and punctuation results in both years revealed similar patterns, with significant growth in Year 3 from 2012.

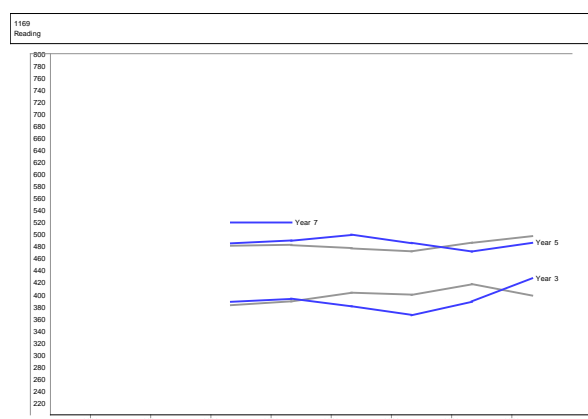


Figure 13: Reading results after literacy intervention in junior years

Band Percentage Distribution graphs for the same school indicated that in 2013 there were more Year 3 students in Band 6 than like schools and a similar number of students in the lower and middle bands. Year 5 data revealed a similar number of students in the middle bands, but fewer students in the higher and lower bands.

The Distribution Over Time graph indicated that the Year 3 mean had increased in 2013. The spread of scores below the 20th percentile for Year 3 was also smaller than in 2011, which the school leader *'attributed to the significant increase in support provided to students in junior primary'*.

The Cohort Over Time graph revealed that when the Year 5 students were in Year 3, their mean was well below that of similar schools, but in 2013, it had moved very close to the mean of like schools, thus narrowing the gap in achievement. There was also a smaller percentage of Year 5 students below the 20th percentile, indicating an increased ability to cater for students who required support.

The Student Progress graph indicated that all but one student progressed between Years 3 and 5, with several making very substantial gains. PIPS results were more modest, revealing that most students had not progressed more than expected between Pre-Primary and Year 3.

Overall, these data revealed strong growth in the targeted area for this school, which engaged strongly in the project, and combined its focus on explicit teaching with strong leadership in other areas. All data relating to this school can be seen in the complete report attached as **Appendix M**.

Another school also provided comprehensive data drawn from NAPLAN 2012-2013, Letters and Sounds phases, Running Records, Reading Recovery text levels recorded at the end of each term, and PIPS results for February and October 2010 – 2013.

The Intervention Evaluation Report included a comparative table of student achievement as assessed by the PIPS assessment (see Table 23). Enhanced growth is evident after the mid-2012 introduction of *Letters and Sounds*, with the gap that existed in 2010 between the school and state average closing. This was attributed to ‘*the introduction and impact of the PALLs project and the adoption of the explicit synthetic phonics program “Letters and Sounds”*’.

Table 24: *Comparative Performance on PIPS using Promoting Literacy Development and Letters and Sounds 2010 – 2013*

Year	Literacy program	School Start Raw Score	State Start Raw Score	School Finish Raw Score	State Finish Raw Score
2010	PLD	35 (8 below state )	43	67 (29 below state)	96
2011	PLD	37 (20 below state)	57	72 (33 below state)	105
2012	Semester One PLD, PALL - Semester Two (Letters and Sounds)	40 (10 below state)	50	105 (on par with state)	105
2013	PALL (Letters and Sounds from day one Term One)	42 (7 below state)	49	106 (4 below state)	110

Tables 24 and 25 show progress of K-3 students through the Letters and Sounds phases and Running Record text levels. Data were collected at the end of Terms 2 and 4, allowing comparisons and growth margins to be measured. The data reveal a steady trend of positive growth. The full report for this school has been included as **Appendix N**.

Table 25: *Percentage of K-3 students completing Letters and Sounds phases June-December 2013*

Year level	Letters and Sounds Phases										
	N/A	0	1	2	3	4	Total 5	5a	5b	5c	6
Kindergarten June		100									
Kindergarten December		96	4								
Pre-primary June	*		23	77							
Pre-primary December	*		6	75	18						
Year 1 June				33	64	2					
Year 1 December					1	20	79	9	31	39	
								NB 9% of all Phase 5s are in Phase 5a			
Year 2 June			1*	18	19	42	19	0	18	1	
Year 2 December			1*	1	3	15	80	15	30	33	
								NB 15% of all Phase 5s are in Phase 5a			
Year 3 June			5	44	7	22	20				
Year 3 December					15	12	45	3	6	36	28
								NB 3% of all Phase 5s are in Phase 5a			

\* IEP student x 1



Table 26: *Percentage of PP-3 students having completed Reading Recovery levels June-December 2013*

Year level	Reading Recovery Level					
	N/A	1-11 (5-6 Yrs)	12-18 (6-7 Yrs)	19-22 (7-8 Yrs)	23-26 (8-9 Yrs)	27-30 (9-10Yrs)
Pre-primary June		No data collected				
Pre-primary December	1*	89	3	3	2	
Year 1 June		54	16	13	8	9
Year 1 December		5	35	14	15	32
Year 2 June		29*	32	11	10	16
Year 2 December		3*	9	7	13	58
Year 3 June		5	11	7	11	66
Year 3 December		3	6	2	7	81

Groupings are Reading Recovery levels taken using “Raz Kids”; \*Includes 1 x IEP students;  
N/A = Not Assessed or IEP

In summary, all schools reported increased student literacy achievement, which was a positive outcome of the project, although the Intervention Evaluation Reports varied greatly in their length and detail. Other positive outcomes for students were also mentioned. Increased student confidence in reading was specifically mentioned in eight of the 12 reports; and increased student engagement in five.

In order to capitalise on these successes, schools needed to put in place strategies to support sustainability of the positive outcomes. The next section discusses the major ways in which the school leaders planned to achieve this.

### **Plans for sustainability**

#### ***Maintain new school-wide structures that support literacy intervention***

The literacy interventions in many schools were successful because they had been strongly supported by whole-school approaches such as dedicated literacy blocks, deployment of additional staff to support them and scheduling of common planning times. There was an understanding that these needed to be continued if further improvement was to be achieved. In the words of one leader: *‘This is a long-term initiative that will require ongoing support’*.

#### ***Maintain shared leadership structure and collaborative approach***

Many schools developed new collaborative structures around the cycle of data analysis, planning, monitoring and further data analysis. This also applied in some schools to the development of scope and sequence documents, provision of professional learning at the school level, and researching new resources and avenues of support. As one leader put it: *‘The development of teams and appointment of key teachers to support the literacy initiatives will be crucial’*.

### ***Maintain focus on use of data***

Although not all using the specific term, every report mentioned the need for instruction to continue to be 'data-driven'. This point included reference to early screening, more systematic monitoring processes, and target setting. Some specific comments from Intervention Reports follow:

Identify set reading rates to make progress more transparent.

Develop target-setting processes both at class and individual levels.

Review and refine ongoing monitoring processes to inform whole class, small group and individual curriculum planning.

Assessment must be consistent and moderated across the year levels.

We need to use data not just to show what has happened, but also to tell us what we should be doing.

### ***Embed explicit teaching of reading elements in school practice***

Every report mentioned the need to continue the emphasis on explicit teaching of all the skills of reading, including comprehension. Direct quotes from reports include the following:

The 'Big Six' areas of oral language, phonological awareness, phonics, vocabulary, fluency and comprehension will need to be maintained and applied across all year levels.

Embed Big Six strategies

Continue to implement sequential and systematic approach to phonics alongside a rich literature program.

Continue to utilise Best Practice of explicit teaching of phonics and spelling.

The explicit teaching of reading strategies is not negotiable.

### ***Continue professional learning***

Comments in this area referenced formal processes such as the training of staff in specific programs like MultLit and the induction of new staff into the school based approach. It also included the notion of learning from each other.

Continue to embed quality practices into classrooms through modelling and sharing of knowledge and skills.

The expectation will be that all staff continue to engage in professional reading and development in the area of literacy.

Will require ongoing induction of new staff.

### ***Continue to monitor and update resources***

A range of points emerged within the general area of resourcing. There was an acknowledgement of the need to ensure resources were consistent with the new understanding of effective reading instruction. A number of reports referred to the fact that a greater awareness of what was required to ensure all students had the best opportunity to develop independent reading skills had budget implications. Teachers, with their developing knowledge, had presented strong rationales for new resources that were hard to deny. Specific comments included:

We need to budget to better resource reading intervention strategies.

Teachers are more informed about what they need, and are now demanding more.

More resources will be required for students with reading problems.

Students are reading more in the junior grades, which has highlighted the need for more books in the junior library.

#### ***Expand parent involvement***

Most reports included strategies aimed at harnessing 'parent power' to help sustain new practices. Improving communication networks, providing more parent workshops and information sessions, and increasing opportunities for parent involvement both in class and more broadly were mentioned. Comments from reports included:

Continue to develop communication strategies to keep parents 'in the loop' about the intervention.

Continue literacy explanation sessions for parents and families to provide information to support the intervention (very well received in 2013).

By providing parent workshops and information sessions more parents may volunteer their services and assist with their children's learning in the school environment.

Provide workshops for parents to align home and school-based strategies

#### **Challenges**

Despite the overall positive outcomes achieved by the schools, school leaders and the project team identified a number of challenges as the project unfolded.

#### ***Time - the perennial problem***

It was challenging for time-poor school leaders to devote time and energy to the project amid their many other responsibilities and competing demands. Even with the mentor visits, it was very difficult for some leaders to engage fully in the project. Time was the factor most often quoted for cancelling mentor appointments or not making them at all, and mentors accepted that this needed to be the 'principal's call'.

#### ***Leadership changes***

Leader and staff changes resulted, at the very least, in the need for '*a degree of ongoing induction to the principles of the project*'. Five schools experienced principal changes throughout the two-year project, and many other school leadership teams were affected by staff changes. Such changes exacerbated the time issue mentioned previously. In some instances, new leaders had not been involved in PALL during its first year, and engagement in the project in its second year was not a priority. Having several leaders involved at each school had been an attempt to overcome this risk, but the extent of change in some schools was overwhelming.

#### ***Maintaining engagement in the second year***

Both time and leadership changes increased the difficulty of continuing into the second year the momentum and commitment to the project that was apparent in the first year. This was exacerbated by the fact that there were no formal Project gatherings in the second year. Consistent with previous PALL projects, there was some attrition in the number of schools that remained fully engaged to the project's conclusion. Despite this, the percentage of CEO

principals who completed all project components, including the submission of the final report, was greater than in any previous project, and for this they need to be congratulated.

### ***Whole staff commitment***

Some leaders reported that quality classroom practices were still not fully embedded in all classrooms at the end of the project. The focus in many schools was on the junior students, and while attempts were made to engage senior classes to *'accept the challenge and change their practices in line with National Quality Standards'*, not all teachers had been convinced. Widespread change does not occur in the short term.

### ***Sensitivity towards classroom observations***

Use of the Literacy Practices Guide is most effective when it includes observation of classroom teaching by a school leader or peer. A small number of school leaders took up this challenge, and in some cases, this was the first time teachers had experienced such focused attention on their teaching. One principal's comment on this issue, as included below, sums up the challenge well, but also expresses optimism that over time, the difficulties will diminish, and the benefits for teachers and students will be clear.

The principal's purpose and intent was not always understood by some teachers despite there being frequent references to the LPG as the tool that was guiding and limiting the scope of the observations. In some instances feedback could not be given immediately and this was cause for apprehension by some of the teachers affected. This was and is a professional, cultural matter that over time will reduce with the increase in confidence as expertise grows. As the new peer to peer appraisal process develops the leadership team will advise teachers of the focus of their random visits e.g. to view "Guided Reading" sessions or the teaching of phonics. The peer-to-peer process will aid in the development of skills required in holding constructive/critical conversations.

## **MAJOR CONCLUSIONS AND IMPLICATIONS**

Evidence drawn from the range of sources presented in this report, including the Survey of Literacy Knowledge and Beliefs, the Leader and Teacher Project Evaluation Surveys, and most significantly the Intervention Evaluation reports, supports the following conclusions:

### **1. Considerable growth in the instructional leadership capacity of school leaders occurred as a result of the PALL project**

While some school leaders entered the project with a strong background in early reading development, there was significant growth in most school leaders' capacity to lead literacy learning in their schools. This emerged from a clearer understanding of the reading process, and how the component skills of reading are taught most effectively.

### **2. Whole-school changes around literacy teaching occurred across most schools as a result of the PALL project**

The new base of leader knowledge resulted in school-wide changes to support effective reading instruction for students across a range of achievement levels. The use of common language and whole school agreements around literacy, and focussed professional learning

sessions were examples of whole-school changes that occurred relatively early in some schools. Many changes related to data collection and analysis procedures, and an increased focus on using data to inform planning and teaching. Adoption of the Waves approach to literacy intervention, the implementation of literacy blocks, realignment of staff, a commitment to more explicit teaching and provision of new resources consistent with the PALL message were also key indicators of changes.

These results suggest that improved classroom practice and enhanced student outcomes should continue if the schools maintain their momentum. If true change has occurred, and sustainable processes and practices have been put in place, the effects of leadership and other staff changes should be minimal.

### **3. More explicit instruction of reading now occurs in most of the schools involved**

Changes in classroom instruction were clearly indicated in most Intervention Reports. These outcomes suggest that the model whereby school leaders are the direct receivers of the content and are responsible for passing the message on, both increases leader credibility and provides a cost-efficient way of building teacher knowledge and skills.

### **4. Greater shared leadership resulted from many schools' involvement in the PALL project**

More distributed leadership and increased collaboration amongst staff were reported as the literacy intervention was planned and implemented, resulting in greater collective responsibility for the achievement of all students. Shared leadership also provided opportunities for the development of new skills across a range of people, and sharing of the significant workload associated with leading learning in complex and often high-need school contexts.

### **5. Growth in student achievement occurred as a result of school involvement in the PALL project**

Both perception and achievement data supported the view that student literacy outcomes were enhanced as a result of the PALL project, although evidence varied greatly in detail and length. Increasing the life chances of our young people is the ultimate goal of all educators. A vast array of empirical research highlights the potentially negative outcomes for those who do not acquire basic literacy skills. Not only are the individuals themselves at risk - the impact on families and broader communities can be profound. Ensuring that all students develop secure reading skills can change their lives, and is rightfully the cause of much personal and professional satisfaction on the part of their teachers.

### **6. The strong evidence base underpinning the PALL project was an important determinant of its success**

The evidence base behind the PALL project strengthened the credibility of the leadership and literacy positions put forward in the first two modules, and facilitated acceptance of the frameworks that were used throughout, such as the Leading for Literacy Learning Blueprint, the Big Six model, the Literacy Practices Guide and the Waves model of intervention. The immediate usefulness of these frameworks and tools was valued by the time-poor leaders.

## RECOMMENDATIONS

1. A considerable amount of knowledge and expertise exists among many of the leaders involved in this project. Utilising this expertise to support new leaders in developing their capacity to lead literacy learning in their schools would maximise the impact of the project. Even without the framework of a formal project, leaders who engaged strongly in this project could advise other schools on the processes and resources that were so successful in their own schools. Presentations at CEO conferences locally and interstate could be another way in which the outcomes of this project could be disseminated more broadly.
2. Some PALL schools stood out in the progress made by their students. A closer analysis of one or more of these schools could provide important information about the combination of factors that leads to the best outcomes for students. This could relate to some specific element of PALL, such as the overarching framework provided by the LLLB or the support of the mentor; to a certain body of knowledge such as that encapsulated by the Big Six or a particular tool such as the LPG. It could relate more to the ways in which leaders transferred knowledge to their staff; to the existing experience and knowledge of staff that were simply 'tweaked' through involvement in PALL; or to the use of particular resources. It could also eventuate that PALL was most successful in interventions that targeted a particular stage of reading development. Alternatively, the most successful schools could be those where PALL operated in combination with one or more other programs or initiatives already operating at particular schools. Much could be learnt from a study of the schools where students made extraordinary progress.
3. The request for teacher conference days to pass on key literacy content to teachers highlighted the need for greater literacy input into the PALL project. This is also consistent with requests in past PALL projects. Future PALL mentors should have a significant body of literacy knowledge as well as leadership knowledge. Alternately, PALL projects should include both a leadership and a literacy mentor to provide the appropriate level of support.

## FINAL REFLECTION

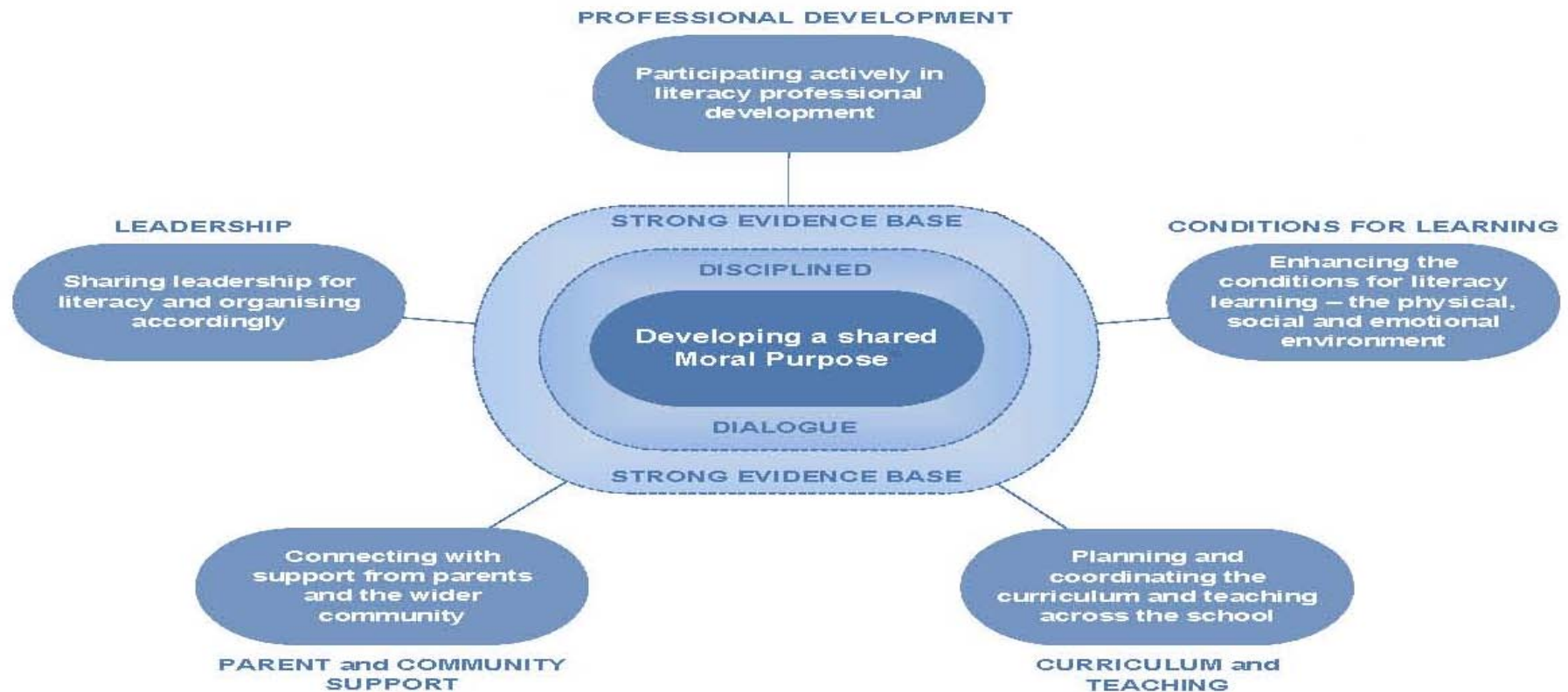
It is impossible to tease out the direct impact of the PALL project because of the enormous complexity and number of factors that operate in school sites, and the variety of ways in which PALL interventions were implemented. While all data sources used in this evaluation attributed positive outcomes to frameworks, instruments and tools that were integral to the PALL project, other programs and initiatives were operating in all schools. In some schools, the PALL project 'fell upon fertile ground' and did little more than add momentum to existing good practice.

Nevertheless, the response to the project was very positive, and outcomes across the schools reflected deeper knowledge of the reading process, enhanced leadership in this critical curriculum area, more explicit and evidence-based classroom practice, and accelerated student achievement. Most leaders acknowledged the PALL project as being, at least in part, the catalyst for these important changes. There were financial costs, and commitments of time and energy that at times took their toll on all involved. There appears, however, to be a general agreement that, in the words of one participant: *'It was definitely worth doing'*.

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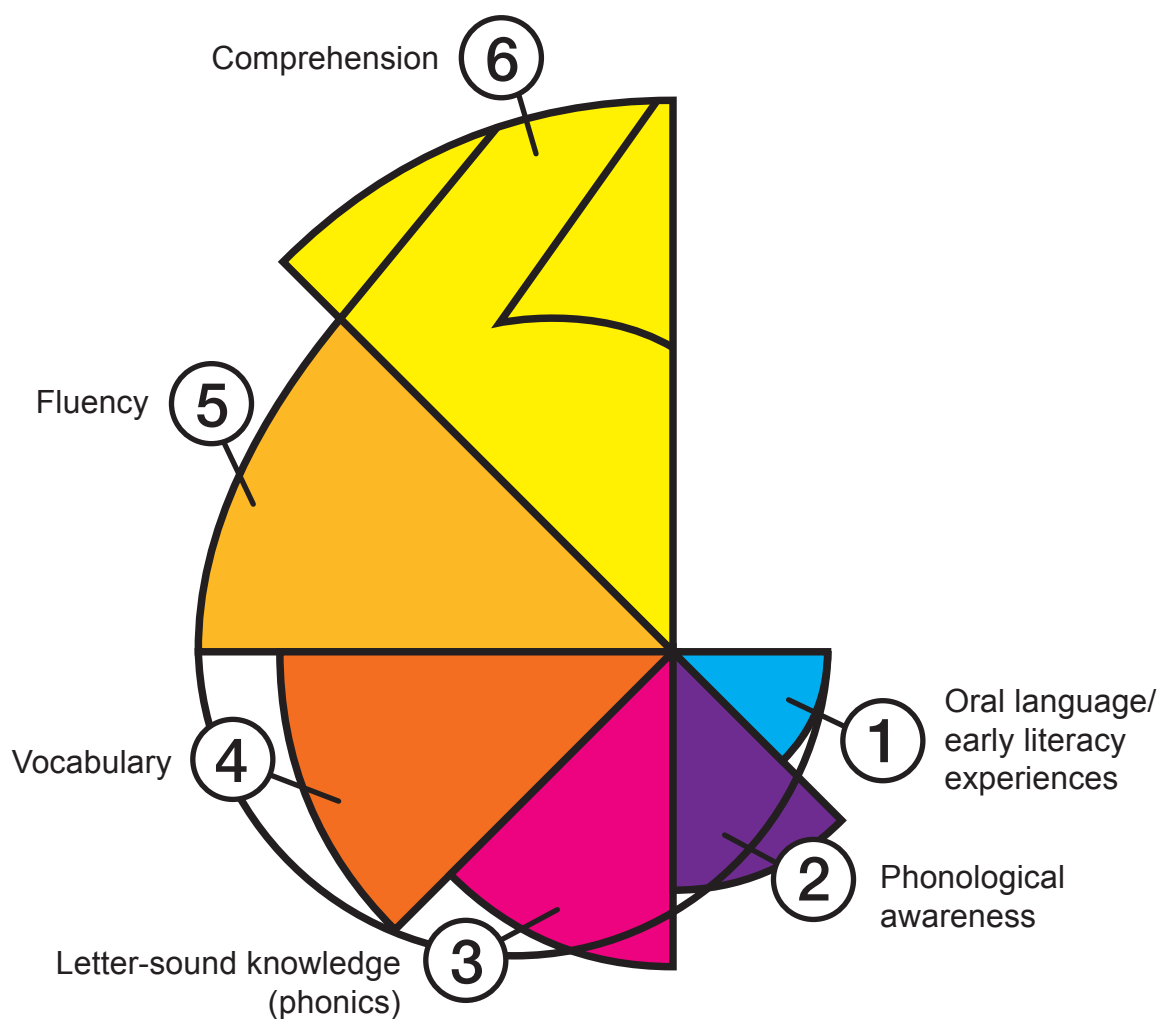
## Leading Literacy Learning – A blueprint of what it takes





# Learning to Read

## The Big Six



© Deslea Konza, Fogarty Learning Centre, Edith Cowan University

	<b>LITERACY PRACTICES GUIDE PP-YR1</b> Focus is on rich language development, explicit teaching of phonemic awareness, letter/sound knowledge and sight words	Self-reflection	Peer/leader reflection
<b>CLASSROOM</b>	Room design supports whole group, small group and individual instruction		
	Comfortable, well-organised, informal reading area		
	Children's names displayed		
	Environmental print; labelling of resources, days of week, calendar, etc		
	Organisation of environmental print e.g. word families		
	"Living" word walls e.g. stickies, new words appearing		
	Accessible reading resources e.g. rhyming dictionary, picture dictionary		
	Range of text types in room: narrative, information, etc		
	Children's work displayed		
	Picture alphabet displayed		
	Imaginative play area (dress-up/shop/kitchen, etc)		
	Sets of magnetic/plastic letters for each child to manipulate		
	Evidence of group composition displayed		
	Home readers		
	Evidence of community, family involvement, e.g. business or community partnerships, family reading nights, mentors		
	Comments		
<b>STUDENT WORK</b>	Work responded to and dated		
	Reasonable student attempts at all tasks		
	Explicit (specific) feedback		
	Targeted feedback; ie not every error marked		
	Correct model for invented spelling attempts		
	All levels displayed - not just "the best"		
	Student portfolios well organised and attractively collated		
	Comments		
<b>PLANNING</b>	Planning for:		
	Oral language and vocabulary development		
	Explicit phonological awareness teaching		
	Explicit letter-sound teaching		
	Explicit sight word teaching		
	Grouping of students		
	Rationale of order of letter-sound teaching		
	Explicit oral retelling		
	Individual tracking of student achievement		
	Link between assessment and instruction		
	Year-level collaboration		
	Reference to school-wide literacy plan		
	Comments		

	<b>LITERACY PRACTICES GUIDE PP-YR1</b> Focus is on enjoyment of different text types; explicit teaching of phonemic awareness, letter/sound knowledge and sight words.	Self-reflection	Peer/leader reflection
<b>READING LESSON OBSERVATION</b>	Teacher reads aloud in every lesson		
	Modelling of good oral reading (phrasing, expression)		
	Variety of guided, shared and modelled reading strategies		
	Clear purpose set for reading; e.g. find facts, enjoyment		
	Explanation of text parts – title, author, words, pictures		
	Oral language development opportunities		
	Grouping of students for reading at level		
	Explicit vocabulary instruction – child-friendly definitions, “rich” instruction		
	Incidental practice of new vocabulary		
	Monitoring of progress		
	Variety of levels of oral questioning		
	Phonemic awareness in context		
	Explicit letter-sound teaching		
	Explicit sight word teaching		
	Constructing words with magnetic letters		
	Think-alouds used to model comprehension strategies		
	Comments		
<b>OTHER LESSON OBSERVATION</b> Learning area:	Activates prior knowledge of content		
	Subject-specific vocabulary instruction		
	Practice of new vocabulary		
	Comments		
Assessment types used (e.g. teacher judgement, anecdotal notes, running records, portfolios, rubrics, alphabet checklists, phonological awareness assessments, standardised tests, receptive vocabulary tests, oral language tests)			

	<b>LITERACY PRACTICES GUIDE YRS 2 - 4</b> Focus is on securing letter/sound and word knowledge within a language-rich learning environment	Self-reflection	Peer/leader reflection
<b>CLASSROOM</b>	Room design supports whole group, small group and individual instruction		
	Comfortable, well-organised informal reading area		
	Displays of current student work		
	Alphabet displayed		
	"Living" word walls		
	Word families displayed		
	Other words categorised (e.g. in themes)		
	High-interest fiction and non-fiction books available at variety of reading levels		
	Multi-modal or read-along texts available		
	Take home books		
	Evidence of community, family involvement, e.g. business or community partnerships, family reading nights, mentors		
	Comments		
	<b>STUDENT WORK</b>	Work responded to and dated	
Reasonable student attempts at all tasks			
Feedback is explicit, rather than simply "Good work" type comments.			
Targeted feedback – page not covered in corrections			
Correct model for incorrectly spelt words			
All levels displayed - not just "the best"			
Student portfolios well organised and attractively collated			
Comments			
<b>PLANNING</b>	Planning for:		
	Explicit phonological awareness teaching where necessary, e.g. for particular individuals or groups		
	Explicit letter-sound (morphemes and spelling rules) and sight word teaching		
	Grouping of students		
	Use of technology to support literacy		
	Individual tracking of student achievement		
	Link between assessment and instruction		
	Year level collaboration		
	Comments		

	<b>LITERACY PRACTICES GUIDE YRS 2-4</b> Focus is on securing more advanced letter/sound knowledge and sight word knowledge within a language-rich learning environment	Self-reflection	Peer/leader reflection
<b>READING LESSON OBSERVATION</b>	Purpose of lesson stated		
	Modelling of good oral reading practices (fluency, use of expression)		
	Whole class and targeted individual assistance		
	Clear Before, During and After reading strategies articulated: <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Preview text layout of informational text</li> <li>• Specific attention to vocabulary</li> <li>• Use of strategies such as graphic organisers, mind maps, etc to assist comprehension</li> </ul>		
	Explicit instruction of strategies to decipher multi-syllabic words e.g. syllabifying; identifying known words parts		
	Variety of levels of questioning included		
	Think-alouds used to model comprehension strategies		
	Comments		
<b>OTHER LESSON OBSERVATION</b> Learning area:	Activated prior knowledge of content		
	Specific attention to content-specific vocabulary		
	Previewed text layout of informational text		
	Whole class and targeted individual assistance		
	Variety of levels of questioning included		
	Explicit teaching of comprehension strategies; e.g., retrieval charts, flow charts		
	Comments		
Assessment types used (e.g. teacher judgement, anecdotal notes, running records, portfolios, rubrics, alphabet checklists, phonological awareness assessments, standardised assessments, receptive vocabulary tests, oral language tests)			

	<b>LITERACY PRACTICES GUIDE YRS 5 - 7</b> Focus is on vocabulary development, fluency and comprehension	Self-reflection	Peer/leader reflection
CLASSROOM	Room design supports whole group, small group and individual instruction		
	Interesting word definitions displayed ("word consciousness")		
	High interest, fiction and non-fiction at different levels in class library		
	Word walls that focus on different elements of words, e.g. etymological roots, morphemic components		
	Task checklists displayed; e.g. for editing, researching,		
	Accessible references e.g. thesauruses, dictionaries,		
	Displays of current student work		
	Both individual and group work displayed		
	Culturally-diverse books, magazines and newspapers available in class library		
	Multi-modal or read-along texts available		
	Class newspaper/research projects displayed		
	Evidence of community, family involvement, e.g. business or community partnerships, family reading nights, mentors		
	Comments		
STUDENT WORK	Work responded to and dated		
	Reasonable student attempts at all tasks		
	Feedback is explicit and supportive, rather than simply "Good work" type comments.		
	Targeted feedback		
	Correct model for incorrectly spelt words		
	Student portfolios well organised and attractively collated (by students?)		
	Evidence of self-correction in student work		
	Comments		
PLANNING	Evidence of grade level planning		
	SSR at instructional level		
	Grouping of students		
	Differentiation of curriculum evident		
	Planning for advanced phonic work (spelling/grammatical rules)		
	School-wide reading plan		
	Use of technology to support literacy		
	Individual tracking of student achievement		
	Comments		

	<b>LITERACY PRACTICES GUIDE YRS 5 – 7</b> Focus is on vocabulary development, fluency and comprehension	Self-reflection	Peer/leader reflection
<b>READING LESSON OBSERVATION</b>	Modelling of good oral reading for performance purposes		
	Purpose of lesson stated		
	Whole class and targeted individual assistance		
	Clear Before, During and After reading strategies articulated <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Preview text layout of informational text</li> <li>• Specific attention to vocabulary</li> <li>• Use of strategies such as graphic organisers, mind maps, etc to assist comprehension</li> </ul>		
	Explicit instruction of strategies to decipher multi-syllabic words, e.g. syllabifying; identifying known words parts		
	Reference to use of glossaries, thesauruses, dictionaries		
	Use of “Accountable talk” – teachers ask for evidence for opinions, statements, etc		
	Range of levels of questions asked		
	Students given opportunities to use higher order skills - draw inferences, make connections, summarise, analyse, evaluate, apply to authentic situations		
	Comments		
	<b>OTHER LESSON OBSERVATION</b> Learning area:	Activates prior knowledge of content	
Explanation of text relating to maps and diagrams			
Specific attention to content-specific vocabulary			
Previews text layout of informational text			
Checks for student understanding			
Whole class and targeted individual assistance			
Use of graphic organisers to organise information			
Relate new to existing knowledge			
Comments			
<ul style="list-style-type: none"> <li>• Assessment types used: Standardised or non-standardised e.g. Neale Analysis, Informal Prose Inventory, PAT-R, SAST, teacher judgement.</li> </ul>			

## Principals as Literacy Leaders - Module 2

## Phonological Awareness Assessment

1. How many syllables (beats) in	
~ banana (3)	
~ start (1)	
~ predictable (4)	
~ daily (2)	/4
2. What is the <i>first</i> sound (phoneme) in	
~ embarrass /ɛ/ (short e sound)	
~ judge /dʒ/	
~ church /tʃ/	
~ annoy *pronounce first sound as /ə/ (schwa)	/4
3. What is the <i>final</i> sound (phoneme) in	
~ telephone /n/	
~ type /p/	
~ fit /t/	
~ strong /ŋ/	/4
(*when discussing results point out the transience of the final sounds of <i>type</i> and <i>fit</i> in running speech)	
4. What is the second sound (phoneme) in	
~ strain /t/	
~ Melissa /ə/	
~ music /j/ (sounds like /y/)	
~ excite /k/	/4
5. What word is made if you remove the second sound from “plan”? (pan)	/1
6. What word is made if you remove the third sound from “strain” (stain)	/1
7. What word is made if you take the first sound from “slap” and place it at the end of the word? (laps)	/1
8. How many phonemes (separate sounds) in the following words	
~ string (5) /s/ /t/ /r/ /ɪ/ /ŋ/	
~ opinion (7) /ə/ /p/ /ɪ/ /n/ /j/ /ə/ /n/	
~ extra (6) /ɛ/ /k/ /s/ /t/ /r/ /ʌ/	
~ few (3) /f/ /j/ /u/	/4
9. What word is made by reversing the sounds in the word “enough”? (funny)	/1
10. What word is made by reversing the sounds in the word “dirtied”? (deterred)	/1
Total score	/25



# PALL-CEO

## Personal Leadership Profile

### Rationale for and use of the Profile

At the commencement of the PALL-CEO Project, a record of your personal views about leading literacy will help to focus later analysis on the effects of your participation in the project.

Completion of the profile calls on you to make judgments about your leadership now. The profile should be seen as a useful formative tool to help you and your mentor discuss particular aspects of the leadership of literacy in your school.

A personal profile will be returned to you after analysis. No data identifying individuals or schools will be reported. When reports are prepared, aggregated data across all participants in the project will provide insights into possible important priorities in areas of leadership practice. Your individual profile will be retained to allow comparison with your views at the end of the project in 2013 when you will be asked to complete this instrument again. A pseudonym will allow us to match pre- and post profiles.

### Your Pseudonym:

---

### How to complete the Profile

For each question you are asked to rate the extent of your knowledge and skill about each of the leadership actions listed, using a six-point scale. The questions focus on aspects of leadership known to be linked with learning.

*Please tick the point on the scale that reflects your judgment.*

	Very Limited	Limited	Fair	Good	Very good	Excellent
<b>The status of my knowledge and skill to:</b>						
1. Promote skills in data analysis and interpretation through professional development amongst teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lead coordination of the school's teaching and learning program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Lead planning and resourcing of professional learning in the school, ensuring links to school improvement planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Make time and space to involve others in leadership tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ensure that school and system data are gathered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Encourage team work amongst all staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Set high expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The status of my knowledge and skill to:	Very Limited	Limited	Fair	Good	Very good	Excellent
8. Build vision and set directions collaboratively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Plan school organisation structures to support improved learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Include parents as integral to the school's learning programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Use the services of outside agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. See that goals are embedded in school and classroom routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ensure that teachers engage in extended learning around school priority areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Manage resources strategically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Be active in the local community and in professional communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Model and reinforce positive attitudes in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Participate as a 'leading learner' with all staff in professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Lead systematic data gathering across the school's responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Actively oversee the school's curriculum program emphasising school priority areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Seek the input of professionals beyond the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Provide a safe and orderly learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Support, evaluate and develop teacher quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Ensure consensus on goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Plan for teacher development based on monitoring and assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Lead the setting of demanding but achievable targets in curriculum areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Build shared leadership through collaborative work cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Ensure social and emotional support for learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Develop collaborative professional learning communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The status of my knowledge and skill to:	Very Limited	Limited	Fair	Good	Very good	Excellent
29. Display a keen interest in students' classroom work and achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Celebrate teacher and student successes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Participate actively in curriculum decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Systematically plan the sharing of leadership with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Plan for student learning based on monitoring and assessment data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Network with other schools and teachers to inform school practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Directly oversee teachers in action and then provide specific feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Share accountability actions with teachers based on classroom, school and system data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Set realistic achievement targets for all phases of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Model and lead professional conversations regarding evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Ensure common and uninterrupted learning time for priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Constantly articulate and reinforce shared values and understandings of all staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# PALL Report

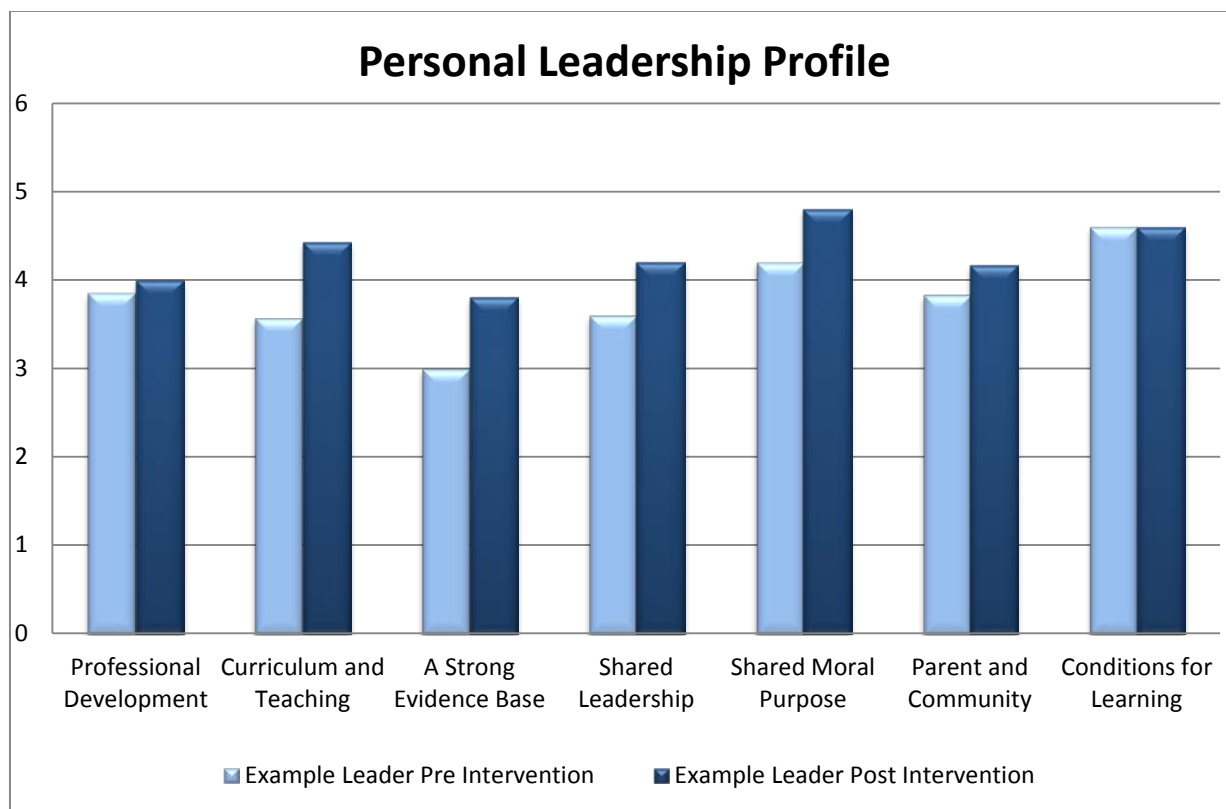
for

## Example Leader

At the commencement of the PALL project, a record of your personal views about leading literacy was collected to help focus later analysis on the effects of your participation in the project. This report should be seen as a useful formative tool to help you and your mentor discuss particular aspects of the leadership of literacy in your school. Please keep this as a record of your progress. Each page has notes that accompany each set of graphs and tables.

### Section 1a - Personal Leadership Profile (PLP)

On a scale from 'very limited' to 'excellent' rate the status of your knowledge and skill to undertake each aspect of leadership for learning.

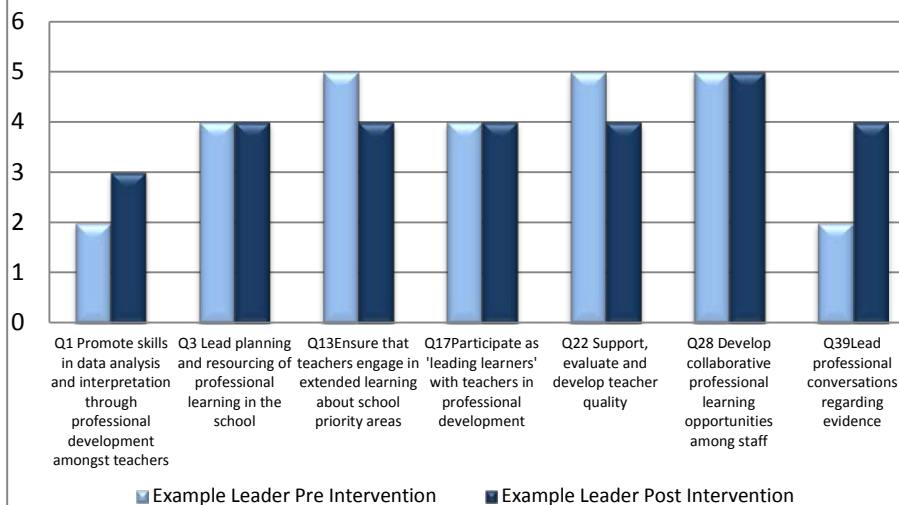


Notes: Based on your survey results the diagram on the left shows your scaling (dark) and the average for the normed sample (light). Each scale score was calculated by averaging your results in relation to the 40 questions on the PLP instrument. Think about what differences between your profile and that of the normed group might mean.

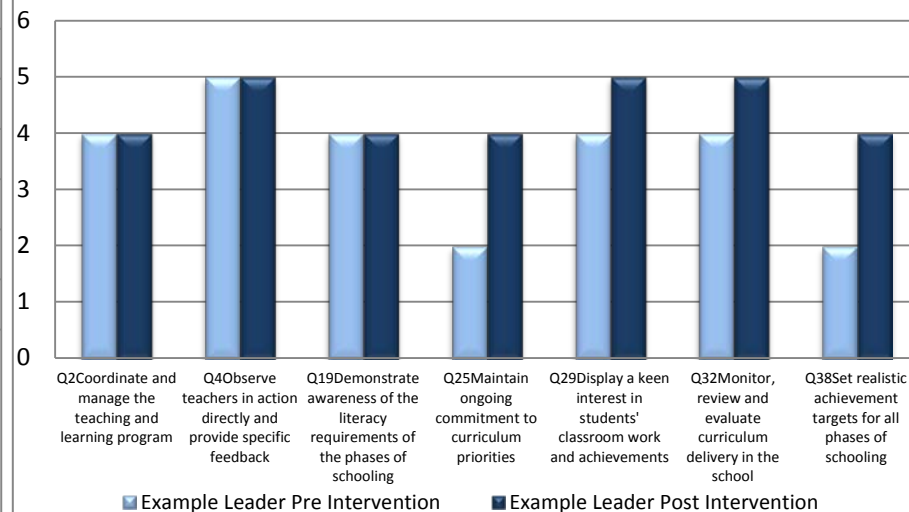
## Section 1b - Results by Question (PLP)

In the following graphs your own ratings (1 = Very Limited 2 = Limited 3 = Fair 4 = Good 5 = Very Good 6 = Excellent)

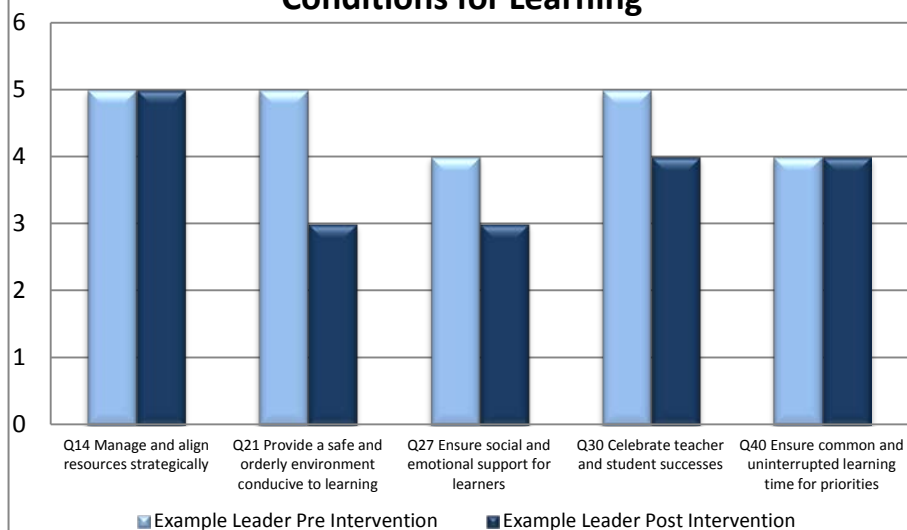
### Professional Development



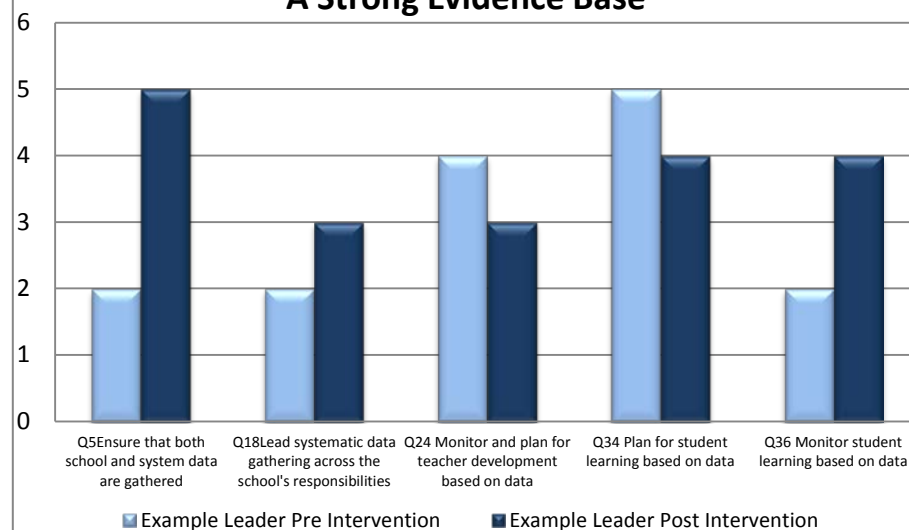
### Curriculum and Teaching



### Conditions for Learning

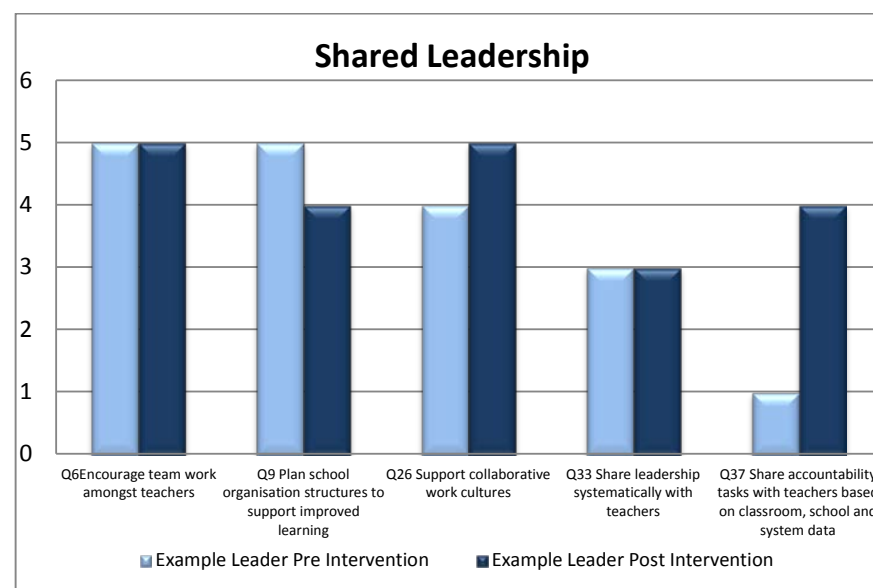
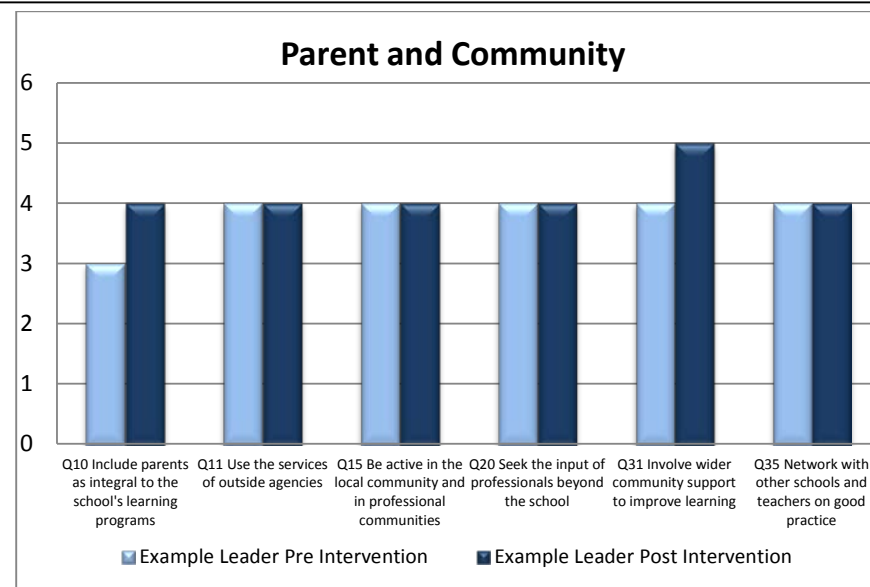
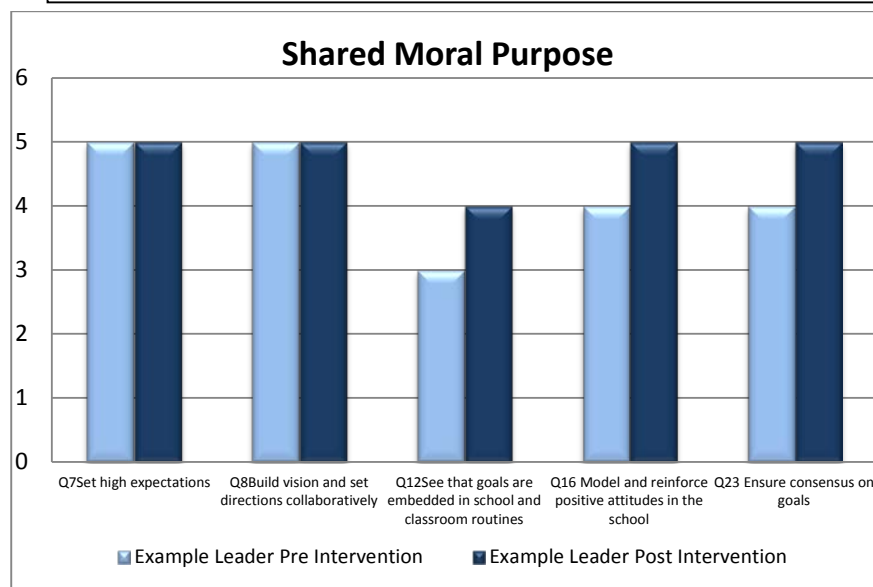


### A Strong Evidence Base



## Section 1b cont'd - Results by Question (PLP)

In the following graphs your own ratings (1 = Very Limited 2 = Limited 3 = Fair 4 = Good 5 = Very Good 6 = Excellent)



### Additional Notes on Scale Score compositions

Scale	Questions comprising scale
Professional Development	q1, q3, q13, q17, q22, q28, q39
Curriculum and Teaching	q2, q4, q19, q25, q29, q32, q38
Conditions for Learning	q14, q21, q27, q30, q40
A Strong Evidence Base	q5, q18, q24, q34, q36
Shared Moral Purpose	q7, q8, q12, q16, q23
Parent and Community Support	q10, q11, q15, q20, q31, q35
Shared Leadership	q6, q9, q26, q33, q37

## Survey of Literacy Knowledge and Beliefs

1. Vocabulary knowledge on school entry is one of the strongest predictors of future reading ability.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure

2. The teaching of phonic elements of reading should always be based within meaningful text.

SD	D	A	SA	NS

3. Assessment should primarily be carried out to inform future planning for student learning.

SD	D	A	SA	NS

4. Students must attain automaticity of the basic elements of reading if they are to be successful in comprehending text.

SD	D	A	SA	NS

5. Phonological awareness refers to an awareness of the relationship between letters and sounds.

SD	D	A	SA	NS

6. Books with predictable text are a useful resource for students to practise early reading skills like blending.

SD	D	A	SA	NS

7. The use of context is more helpful than letter-sound knowledge from the earliest stages of learning to read.

SD	D	A	SA	NS

8. Children learn to read in much the same way as they learn to talk.

SD	D	A	SA	NS

9. Fluent readers do not need precise decoding skills as they are able to make meaning from other cues.

SD	D	A	SA	NS

10. Effective teaching of reading requires specific instruction of skills such as vocabulary, fluency, phonics and comprehension.

SD	D	A	SA	NS

11. Sustained silent reading is a vital part of every reading program as it models best practice.

SD	D	A	SA	NS

12. Teaching spelling is not useful because the English language is too inconsistent.

SD	D	A	SA	NS

13. Decodable readers are a useful resource for students to practise early reading skills.

SD	D	A	SA	NS

14. Students who are significantly behind in reading benefit from being withdrawn from most literacy lessons for a different program because they are gaining very little from being in the mainstream class.

SD	D	A	SA	NS

15. Most beginning readers need explicit and systematic teaching of phonics.

SD	D	A	SA	NS



16. Teachers must give more time to struggling students if they are to succeed.

SD	D	A	SA	NS

17. Schools should have standardised assessments for all year levels in reading.

SD	D	A	SA	NS

18. Daily lesson planning is essential in literacy.

SD	D	A	SA	NS

19. Each school should have a literacy expert to teach students with severe reading problems.

SD	D	A	SA	NS

20. Teacher judgement is not as valuable as standardised assessment of reading ability.

SD	D	A	SA	NS

21. Teaching morphemes is an inefficient way to teach vocabulary.

SD	D	A	SA	NS

22. There is a progression of skills in the development of phonological awareness.

SD	D	A	SA	NS

23. The conventions of conversation and oral interaction need to be explicitly taught to some children.

SD	D	A	SA	NS

24. Text type (genre) has an effect on reading comprehension.

SD	D	A	SA	NS

25. Fluent reading is a component of comprehension.

SD	D	A	SA	NS

### Personal Efficacy/PA

1. I have a strong grasp of the theory of reading development.

SD	D	A	SA	NS

2. I am confident in my ability to teach reading to every child in my class.

SD	D	A	SA	NS

3. In the word “musical”, there is the following number of phonemes:

5	6	7	8	9
---	---	---	---	---

4. In the word “excitable”, there is the following number of phonemes:

5	6	7	8	9
---	---	---	---	---

# PALL CEO

## Evaluation Sheet: Module 5

### Session 1 Sharing planned literacy interventions

Not helpful Extremely Worthwhile

1 2 3 4 5

What was the highlight?

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What would you change?

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### Session 2 Introduction to Evaluation; Using an Evaluation Framework; Evaluating an Intervention

Not helpful Extremely Worthwhile

1 2 3 4 5

What was the highlight?

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What would you change?

---



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### Session 3 Building the evidence-based picture; Specific evaluation of the Big 6

Not helpful Extremely Worthwhile

1 2 3 4 5

What was the highlight?

---



---

What would you change?

---



---

## Session 4 Planning for evaluation of interventions; Evaluation of Literacy Interventions

**Not helpful**

**1**

**2**

**3**

**Extremely Worthwhile**

**4**

**5**

What was the highlight?

---

---

What would you change?

---

---

## PRINCIPALS AS LITERACY LEADERS in CEO Schools

### LEADER SURVEY

Over the past 18 months, you have participated in a project designed to develop the capabilities of primary school leaders to lead literacy teaching in their schools. **You are invited to complete the following two-page questionnaire about your experience of the project**, which will be collected by your mentor. The questionnaire should take no more than 10 minutes to complete.

This is designed to be anonymous. Please do not write your name, or any other comments that will identify you or your school on the questionnaire, unless you do not mind being identified.

Thank you for your participation in the project. The ECU team has really enjoyed working with the CEO leaders.

Yours sincerely



Dr Deslea Konza  
14 October, 2013

Before commencing the questionnaire, please complete the following by ticking the box appropriate to your situation.

<p>In my school the PALL intervention concentrated on:</p> <p>Oral language <input type="checkbox"/></p> <p>Phonological awareness <input type="checkbox"/></p> <p>Phonics/spelling/word study <input type="checkbox"/></p> <p>Vocabulary <input type="checkbox"/></p> <p>Fluency <input type="checkbox"/></p> <p>Comprehension <input type="checkbox"/></p> <p>Other _____</p>	<p>The intervention focussed on the following groups (tick all that apply)</p> <p>PP-1 <input type="checkbox"/></p> <p>Years 2-4 <input type="checkbox"/></p> <p>Years 5-7 <input type="checkbox"/></p> <p>Wave 1 <input type="checkbox"/></p> <p>Wave 2 <input type="checkbox"/></p> <p>Wave 3 <input type="checkbox"/></p>
---	--

**1. Roles of the Mentor**

I found the following roles of the Mentor to be useful:	1 Strongly disagree	2 Slightly disagree	3 Slightly agree	4 Strongly agree
1. Communicating information about the PALL project and providing resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Providing support for the use of data to improve literacy learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintaining focus on the aims of the PALL project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other comments?				

**2. Use of the Literacy Practices Guide**

The Literacy Practices Guide enabled me to:	1 Strongly disagree	2 Slightly disagree	3 Slightly agree	4 Strongly agree
1. Recognise effective teaching practices for reading development at different year levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Support the set-up of classroom environments that facilitate reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engage in conversations (“disciplined dialogue”) with teachers about effective reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Project Components**

The following project components were helpful in supporting the leadership of literacy learning in my school:	1 Strongly disagree	2 Slightly disagree	3 Slightly agree	4 Strongly agree
1. The Leadership for Learning Blueprint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The “Big Six” Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The Literacy Practices Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Mentor visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher conferences (only respond if members of your staff attended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. Leadership of Literacy Learning**

As a result of participating in the PALL project I have enhanced my leadership of literacy learning by:	1 Strongly disagree	2 Slightly disagree	3 Slightly Agree	4 Strongly agree
1. Promoting an understanding of reading development and effective reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Reviewing school assessment practices based on knowledge of reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Working with staff on data to identify students who need targeted intervention in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Discussing student progress in reading with teachers to a greater extent than previously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Conversing with parents about student reading development to a greater extent than previously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other comments?				

**5. Project Outcomes**

Overall, as a result of participating in the PALL project I perceive improvement in:	1 Strongly disagree	2 Slightly disagree	3 Slightly Agree	4 Strongly agree
1. My personal knowledge of reading development and effective reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The knowledge of my staff regarding reading development and effective reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My capacity to lead the teaching of reading at the school level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Our school's capacity to address students' reading difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our students' reading achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other comments?				

## PRINCIPALS AS LITERACY LEADERS in CEO Schools

### TEACHER SURVEY

Over the past 18 months, your school has participated in a project designed to develop the capabilities of primary school leaders to lead literacy teaching in their schools. A school leader has nominated you as a teacher who has been involved in the PALL intervention. **You are invited to complete the following two-page questionnaire about your experience of the project.** The questionnaire should take less than than 10 minutes to complete.

This is designed to be anonymous. Please do not write your name, or any other comments that will identify you or your school on the questionnaire. If you have any questions, please feel free to contact me at the email address below.

Thank you for your participation in the project. The ECU team has really enjoyed working with the CEO leaders. Please place the completed questionnaire in the envelope provided and give it to a member of your administrative staff, who will pass it on to the PALL mentor.

Yours sincerely



Dr Deslea Konza  
d.konza@ecu.edu.au  
14 October, 2013

Before commencing the questionnaire, please provide the following information.

Years of teaching experience	In my class, the PALL intervention concentrated on: (tick all that apply)
Up to 3 years <input type="checkbox"/>	Oral language <input type="checkbox"/>
4 to 7 years <input type="checkbox"/>	Phonological awareness <input type="checkbox"/>
8 to 15 years <input type="checkbox"/>	Phonics/spelling/word study <input type="checkbox"/>
More than 15 years <input type="checkbox"/>	Vocabulary <input type="checkbox"/>
Current area of teaching responsibility	Fluency <input type="checkbox"/>
Lower primary <input type="checkbox"/>	Comprehension <input type="checkbox"/>
Middle primary <input type="checkbox"/>	Other _____
Upper Primary <input type="checkbox"/>	
All of the above <input type="checkbox"/>	



**1. Use of the Literacy Practices Guide**

The Literacy Practices Guide has been helpful in:	1 Strongly disagree	2 Slightly disagree	3 Slightly agree	4 Strongly agree
1. Increasing my understanding of effecting teaching practices for reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Informing the set-up of my classroom environment to facilitate reading development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engaging in conversations with colleagues or leaders about effective reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2. Project components**

The following project components were helpful to me:	1 Strongly disagree	2 Slightly disagree	3 Slightly agree	4 Strongly agree
1. The “Big Six” Framework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Literacy Practices Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher conferences (only respond if you attended at least one)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3. Literacy Teaching Practices**

As a consequence of my school’s involvement in the PALL project, I have:	1 Strongly disagree	2 Slightly disagree	3 Slightly Agree	4 Strongly agree
1. Enhanced my knowledge of reading development and effective reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Reviewed the way I assess student reading progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Analysed data with colleagues/school leaders to identify students who need targeted intervention in reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Discussed student progress in reading with school leaders to a greater extent than previously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Conversated with parents about student reading development to a greater extent than previously.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4. Leadership of Literacy Learning**

As a result of the PALL Project, I believe our school leader(s) have:	1 Strongly disagree	2 Slightly disagree	3 Slightly Agree	4 Strongly agree
1. Promoted an understanding of reading development and effective reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Reviewed school assessment practices relating to reading achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Developed their personal knowledge of reading development and effective reading instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Led reading instruction at the school level more effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. Project Outcomes**








Overall, as a result of my school's participation in the PALL project, I perceive improvement in:	1 Strongly disagree	2 Slightly disagree	3 Slightly Agree	4 Strongly agree
1. My capacity to use data to monitor students' reading progress and target students for intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My capacity to address students' reading difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My students' reading achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any other comments?				

**3<sup>rd</sup> WAVE INTERVENTION PROGRAM :****MINILIT****PROGRAM DELIVERY BY:**





Student	Gen	February		June	October		Value Added 2013	
Year 1		R/R Level	Burt Word (out of 110)	R/R Level -	R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)
1	M	0	5 RA: - 5.10	2	8	37 RA: 7.02-7.08	+8	+32
2	F	0	7 RA: - 5.10	3	5	22 RA: 6.00-6.06	+5	+15
3	F	0	0 RA: - 5.10	4	12	27 RA: 6.05-6.11	+12	+27
4	F	0	2 RA: - 5.10	3	9	24 RA: 6.02-6.08	+9	+22
5	F	1	7 RA: - 5.10	4	7	21 RA: 5.11-6.04	+6	+14
Year 2		R/R Level	Burt Word (out of 110)	R/R Level -	R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)
1	M	13	32 RA: 6.10-7.04	13	25	40 RA: 7.06-8.00	+12	+8
2	M	11	30 RA: 6.08-7.02	13	17	35 RA: 7.01-7.07	+6	+5
3	M	1	27 RA: 6.05-6.11	13	18	37 RA: 7.03-7.09	+17	+10
4	M	9	20 RA: 5.10-6.04	10	14	35 RA: 7.01-7.07	+5	+15
5	M	13	24 RA: 6.02-6.08	17	20	31 RA: 6.09-7.03	+7	+7
6	F	10	26 RA: 6.04-6.10	10	16	33 RA: 6.11-7.05	+6	+7
7	F	11	29 RA: 6.07-7.01	14	17	30 RA: 6.08-7.02	+6	+1
8	F	16	27 RA: 6.05-6.11	24	26	41 RA: 7.07-8.01	+10	+14
9	F	16	34 RA: 7.00-7.06	22	26	37 RA: 7.03-7.09	+10	+3
10	F	8	20 RA: 5.10-6.04	8	12	26 RA: 6.04-6.10	+4	+6
Year 3		R/R Level	Burt Word (out of 110)	R/R Level -	R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)
1	M	12	29 RA: 6.07-7.01			49 RA: 8.03-8.09		+20
2	M	6	27 RA: 6.05-6.11			28 RA: 6.06-7.00		+1
3	M	15	30 RA: 6.08-7.02			37 RA: 7.03-7.09		+7
4	M	15	31 RA: 6.09-7.03			39 RA: 7.00-7.06		+8
5	F	17	33 RA: 6.11-7.05			41 RA: 7.07-8.01		+8

**3<sup>rd</sup> WAVE INTERVENTION PROGRAM :****MULTILIT****PROGRAM DELIVERY BY:**

Student	Gen	February		October		Value Added	
Year 3		R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)
1	M	6	27 RA: 6.05- 6.11	8	27 RA: 6.05- 6.11	+2	+0
2	M	19	29 RA: 6.07- 7.01	21	absent	+2	
3	M	17	29 RA: 6.07- 7.01	15	43 RA: 7.09- 8.03	-2	+14
4	F	17	38 RA: 7.04- 7.10	23	42 RA: 7.08- 8.02	+6	+6
Year 4		R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)
1	M	20	31 RA: 6.09- 7.03	25	44 RA: 7.10- 8.04	+5	+13
2	F	19	36 RA: 7.02- 7.08	23	47 RA: 8.01- 8.07	+4	+11
3	F	21	47 8.01-8.07	30	52 8.06-9.02	+9	+5
4	F	19	47 8.01-8.07	25	49 8.03-8.09	+6	+2
Year 5		R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)
1	M	19	36 7.02-7.08	26	42 7.08-8.02	+7	+6
2	M	19	46 8.00-8.06	30	68 10.06- 11.00	11	+12
3	M	19	48 8.02-8.08	29	65 10.02- 10.08	+10	+17
4	F	24	48 8.02-8.08	30	61 9.08-10.02	+6	+13
Year 6		R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)	R/R Level	Burt Word (out of 110)
1	M	21	-	30	75 11.05- 11.11	+9	-
2	F	21	58 9.02-9.08	30	67 10.04- 10.10	+9	+9
3	F	24	76 11.07- 12.01	30	95 12.03- 12.09	+6	+19
4	F	18	-	30	70 10.09- 11.03	+12	-

Student	FEB	MAR	BURT WORD FEB/MAR	MAY	BURT WORD JUNE	SEPT
YR 2	R/R LEVEL	R/R LEVEL		R/R LEVEL		R/RLEVEL
	<b>9</b>	<b>12</b> FLUENCY LEVEL N/A	<b>28</b> 6.06-7.0	<b>16</b> RA 6.5-7.0	<b>33</b> 6.11-7.05	<b>22</b> FLUENCY LEVEL G
	<b>4</b>	<b>5</b> FLUENCY LEVEL N/A	<b>26</b> 6.4-6.10	<b>12</b> RA 6.0-6.5	<b>34</b> 7.0-7.06	<b>22</b> FLUENCY LEVEL G
	<b>12</b>	<b>15</b> FLUENCY LEVEL N/A	<b>30</b> 6.08-7.02	<b>20</b> RA 7.5-8.0	<b>43</b> 7.09-8.03	<b>26</b> FLUENCY LEVEL
	<b>10</b>	<b>12</b> FLUENCY LEVEL N/A	<b>32</b> 6.01-7.01	<b>20</b> RA 7.5-8.0	<b>42</b> 7.08-8.02	<b>26</b> FLUENCY LEVEL H
	<b>7</b>	<b>12</b> FLUENCY LEVEL N/A	<b>26</b> 6.4-6.10	<b>18</b> RA 7.0-7.5	<b>43</b> 7.09-8.03	<b>24</b> FLUENCY LEVEL G
	<b>9</b>	<b>12</b> FLUENCY LEVEL N/A	<b>29</b> 6.07-7.01	<b>18</b> RA 7.0-7.5	<b>49</b> 8.03-8.09	<b>24</b> FLUENCY LEVEL G
	<b>9</b>	<b>12</b> FLUENCY LEVEL N/A	<b>30</b> 6.08-7.02	<b>18</b> RA 7.0-7.5	<b>39</b> 7.05-7.11	<b>24</b> FLUENCY LEVEL G

READING RECOVERY LEVEL IN **BOLD**BURT WORD SCORE **BOLD RED*****FLUENCY GUIDE YR 2 ENTRY LEVEL K END LEVEL M***

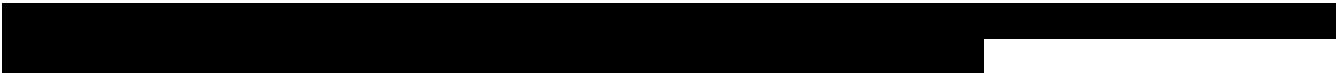
STUDENT YR3	FEB	MARCH	BURT WORD FEB/MARCH	MAY	BURT WORD JUNE	SEPT
	<b>15</b>	<b>19</b> FLUENCY LEVEL F	<b>23</b> 6.01-6.07	RA 8.0-8.5	<b>44</b> 7.10-8.04	<b>24</b> FLUENCY LEVEL H
* 	<b>18</b>	<b>20</b> FLUENCY LEVEL F	<b>28</b> 6.06-7.0	<b>24</b> RA 8.5-9.0	<b>41</b> 7.07-8.00	<b>27</b> FLUENCY LEVEL K
* 	<b>18</b>	<b>20</b> FLUENCY LEVEL G	<b>32</b> 6.10-7.4	<b>25</b> RA 9.0-9.5	<b>56</b> 8.11-9.05	<b>30</b> FLUENCY LEVEL M
* 	<b>9</b>	<b>14</b> FLUENCY LEVEL F	<b>34</b> 7.007.06	<b>20</b> RA 7.5-8.0	<b>47</b> 8.01-8.07	<b>25</b> FLUENCY LEVEL H
READING RECOVERY LEVEL IN <b>BOLD</b> BURT WORD SCORE <b>BOLD RED</b>  <b>FLUENCY GUIDE YR3 ENTRY LEVEL Q END LEVEL T</b>						



## PRINCIPALS AS LITERACY LEADERS PROJECT SCHOOL INTERVENTION EVALUATION REPORT



### Section One – Program Context and Principal’s Perspective



In the middle of 2011, the then Principal urged the local area Catholic school principals to adopt the PALLS project as a regional focus.

Amongst all the various Catholic school regions, the South Coastal region had been the one region with a very low uptake of the Catholic Education system’s RAISE program. One key element of RAISE is a systematic and rigorous approach to phonological awareness.

By January 2012, a new principal had been appointed. I was that principal. I came from a teaching background of mostly Pre Primary and Year 1 teaching, and I was trained in the days when systematic phonics instruction was the accepted standard alongside exposure to rich oral language practices and immersion in age appropriate children’s literature.


I had also led my previous school through the RAISE process. As principal, I was passionate about the vital life changing need to give every child the very best teaching in reading.

It is accepted wisdom amongst school leaders to sit back and just get to know the new school and its culture. This was simply impossible to do. On Day One, several Year 2 students were sent to my office with their work. I dutifully put on the merit stickers and asked the children to read their work back to me. This was a very difficult task for them and I resolved to ask the teacher if these children were her struggling readers and writers. The answer shocked me. This group was supposed to be the brightest students and yet their work was equal to Year 1’s at around June in my previous school.

Over the first two weeks, I discovered that there was an appalling lack of knowledge amongst the teachers of Years PP, 1 & 2 about the reading process. They had no clear understanding of the necessity of teaching children their sounds and CVC words in a sequence. They did not teach sight words with any rigour plus they were not reading enough to the children. Additionally they sent home books at levels of difficulty far beyond the children’s skills. This led to many children experiencing failure right from the start of Year 1. Additionally, Year 2 children could not read simple CVC words instantly, let alone spell them. Our initial PALL-CEO audit revealed huge problems. One of interest was the high percentage of teachers with less than five years teaching experience. The second was the lack of support staff. The Special Needs teacher was allocated a mere 0.2 FTE to supervise the needs of all struggling students.

When I discovered that 27 Year 3 students could not read beyond level 5, it was time to take action.

Even if PALLS had not been on our professional development plan, I would have acted to improve the reading standards of all the students. In this report, we have tried to capture the wide breadth of our professional learning, our intensive support for struggling students and our school wide initiatives that will become accepted practice into the future. Additionally, we have included hard data in the form of NAPLAN results plus Reading Recovery results and Minilit results. It is always useful to have anecdotal comments from the teachers on how they perceive the improvements brought about by PALLS focus plus related literacy interventions. These comments form part of this report. Our very extensive testing schedule is also included.



## **Section Two – Our Strategies**

### **A: The Picture**

██████████ teaching staff is a well-developed professional learning community. Teachers meet once a week and these meetings are developed from the school development plan, using areas of curriculum focus to drive the professional learning agenda. Staff meetings over the term take the form of curriculum meetings, learning area meetings, cluster meetings and general staff meetings. Curriculum and cluster meetings are used for professional development where teachers engage in professional reading, research, dialogue and development of whole school or cluster approaches to teaching and learning.

██████████ has appointed their Upper Primary Curriculum Leader as the Co-ordinator of Professional Learning. There is a Junior Primary Assistant Principal, Upper Primary Assistant Principal and a Junior Primary Curriculum Leader. This team led the development of the staff and students, along with the development and implementation of school investigations. Key teachers have also been appointed in the areas of Numeracy, Literacy, Early Childhood and ICT.

### **B: Our Investigation**

After much discussion and exploration of both NAPLAN and school level data, the Professional Learning Community believed there was a need to focus on developing students' understanding of reading comprehension.

We explored the question –

**“How do we ensure that staff further develop and implement their professional knowledge and understanding of students' development of reading and comprehension skills across the year levels, in order to raise the achievement levels of all students at our school?”**

#### **We will explore:**

##### **Content**

What are the most common difficulties students have with comprehending texts?

What are the steps in the reading process?

What reading content and skills needs to be covered in each year level in the Australian Curriculum?

##### **Students**

How do we identify where students are at in their acquisition of reading comprehension skills?

##### **Pedagogy**

What is the best way to teach comprehension skills?

What are the most effective strategies to teach reading?

We engaged in professional reading to identify why students experienced difficulties in relation to reading and comprehension development. As a staff we brainstormed some suggested strategies to assist students to overcome these difficulties. This was supported by the implementation of a variety of programs across the school including Reading Eggs, Magic Words, Running Records and aspects of the Dianna Rigg Program. **The Principals as Literacy Leaders program** has assisted in the development of teachers' understanding of reading. We also participated in a variety of school based Literacy PD Sessions on reading and comprehension skills. There has been extensive spending to improve literacy resources throughout the school. As a leadership team we developed a schema for monitoring progress through a range of assessment tools. This can be found in Appendix 1.

From year two to six we are using the PAT-R Comprehension and Vocabulary as a diagnostic tool. In junior primary we undertook testing via Observation Survey.

We continued the implementation of a variety of structures through this project in the form of shoulder to shoulder learning to ensure that teachers were given opportunities to learn from each other in the classroom environment. Teachers have also engaged in deep professional dialogue about their teaching. All year levels have common DOTT time to allow for collaborative planning in relation to literacy and in particular reading. DOTT time has been allocated to ensure that no classes from year two or below having DOTT prior to recess.



### **Section Three – Data 2012 & 2013**

Over the year the whole school has been focusing on a variety of concepts that come under the umbrella of “Reading and Comprehension”. This has been supported by our work with the PALLs Project. As a staff we have been focusing on the “Big 6” and how we can best support our students in developing their comprehension skills. The concepts and skills the staff have learnt will continue to be used in future years. We hope to see a continued increase in the knowledge and skills by the students.

Teachers in Year 1 and 2 were required to conduct Observation Survey of all their students. From this data we were able to identify those students most at risk. In Year 1 – 3 the teachers were required to conduct Running Records at least once every three weeks.

#### **Reading Support Summary –**

##### **Overview**

In Semester Two 2012, [REDACTED] undertook a targeted student intensive Reading Support Program. This early intervention was identified as an important way for the lowest literacy achievers in the cohort to achieve at least a “C” grading in their final report in Reading.

##### **Students Involved**

In Term Three, 2012, [REDACTED] started with the Year One children using the MiniLit programme. There were 5 groups with four students in each group. There were 4 daily sessions of 30 minutes each session. In Term One, 2013, [REDACTED] continued with the Year Two children using the MiniLit Programme. There were 3 groups with four students in each group. There were daily sessions of one hour per session.

	2012 May Year 1	2012 December Year 1	2013 Term 1 Year 2	2013 End of Term 1 Year 2	2013 End of Term 2 Year 2	2013 End of Term 3 Year 2
Student A	1	7	8	12	21	25
Student B	1	2/3	3 (R/R)	Started Reading Recovery		17
Student C	1	7	10	12	18	27
Student D	1	8	10	15	23	25
Student E	1	6	7/8	12	19	25
Student F	1	7	13	Discontinued		
Student G	1	6	15	Discontinued		
Student H	1	3	3	Started Reading Recovery		
Student I	1	3	4	Started Reading Recovery		
Student J *	2	8	10	20	29	Discontinued
Student K *	1	5	6	13	18	20
Student L *	1	6	9	13	18	22
Student M	1	10	12	Discontinued		
Student N	1	6	8	12	18	21
Student O *	1	6	6	17	24	Discontinued
Student P *	1	7	12	15	18	22
Student Q	1	8	12	Discontinued		
Student R	1	5	3 (R/R)	Started Reading Recovery		
Student S	1	5	11	16	20	26
Student T	1	11	Not in program			
Student U *	1	9	8	15	19	24
Student V	1	9	14	Discontinued		
Student W	1	7	8	14	19	25
Student X	1	6	12	-	16	21 (Started T3)
Student Y	1	5 / 6	6	Started Reading Recovery		
Student Z	1	4	3	Started Reading Recovery		

## **Reading Support Summary –**

### **Overview**

In Semester Two 2012, [REDACTED] Primary School undertook a targeted student intensive Reading Support Program. This early intervention was identified as an important way for the lowest literacy achievers in the cohort to achieve at least a “C” grading in their final report in Reading.

### **Students Involved**

A total of 25 students from Years 1, 3 and 4 were involved in intensive small group lessons for 30 to 60 minutes a day with a literacy teacher, for an average of 20 weeks. Those students who have been involved and still identified as needing support were supported in 2013 by a Reading Support Teacher (0.6FTE).

### **Reading Support Lessons**

The lessons undertaken by the students were individually designed by the teacher to assist the student according to their literacy needs. The main goal was for the students to read as many books as possible while being part of the Reading Support Program. During each lesson, students read many levelled books. In the early part of the semester a student would reread the previous day's book and then read a new book. The students would keep a personal reading log of the books they read and on average most students completed reading approximately 60 books or more. If time allowed, students would also undertake some specific reading literacy activities. The Year 1 students also used magnetic alphabet letters and teaching the basics of letter/sound knowledge and decoding skills as well as reading of appropriately levelled books.

### **Results**

Using Running Records to track each student's progress, it was evident that all students have made progress with some now achieving at the same level of their class cohort.

Year Level	Students in Program 2012	Continuation 2013
1	4	1
3	13	3 (2 Dyslexics)
4	8	No Program

The anecdotal records and observations made by the teacher in the Reading Support role have noted major confidence shifts in the students' perceptions about reading. They are all proud of their personal achievements and take delight in their long list of personal reading log books.

### **School Based Data – Targeted MiniLit Support**

The Observation Survey is a teacher-administered assessment. Two tasks from this survey have been used to identify the focus cohort. The Burt Reading Analysis which is an untimed individually administered reading assessment which allows teachers to form a broad estimate of a child's reading achievement and is used as an indicator of possible wider reading problems. Any student who achieved a raw score of 10 or less in the Burt Reading Analysis was identified as being vulnerable. The Text Reading (Running Records) was also used. This test is used to determine an appropriate level of text difficulty and to record what the child does when reading continuous text. Any student who is reading at a Text Level of 0 or 1 was identified as being vulnerable. Teacher recommendations were also taken into consideration when selecting students as participants in this intervention program.

	Burt Word			Reading Recovery		
Gender	Pre	Post	Growth	Pre	Post	Growth
F	6	26	20	1	11	10
M	8	46	38	1	12	11
F	8	32	24	1	14	13
M	10	29	19	0	10	10
M	1	16	15	0	6	6
F	2	33	31	1	9	8
F	8	36	28	1	13	12
M	1	15	14	0	7	7
M	9	29	20	1	9	8
F	1	17	16	1	8	7
M	8	44	36	1	11	10
M	10	33	23	0	15	15
F	6	36	30	1	14	13
M	3	44	41	1	10	9
F	8	29	21	1	13	12
M	0	3	3	0	2	2
M	7	36	29	1	12	11
F	4	32	28	1	9	8
F	4	19	15	1	10	9
M	2	24	22	1	12	11
Average	5.3	28.95	23.65	0.75	10.35	9.6

### School Based Data – Reading Recovery Levels

Year 1 Reading Recovery	Pre-Teaching Value	Post-Teaching Value	Difference
Levels 0 – 5	66	2	-64
Levels 6 – 10	8	9	+1
Levels 11 – 15	7	25	+18
Level 16 – 20	1	17	+16
Level 21 – 25	1	23	+22
Level 26+	0	8	+8

Year 2 Reading Recovery	Pre-Teaching Value	Post-Teaching Value	Difference
Levels 0 – 5	13	0	-13
Levels 6 – 10	14	2	-12
Levels 11 – 15	18	3	-15
Level 16 – 20	13	4	-9
Level 21 – 25	21	22	+1
Level 26+	8	58	+50

### Students on Curriculum Adjustment Plans

Year Level	Number	Year Level	Number
K	2 (1 for Extension)	3	14
PP	8 (2 for Extension)	4	13
1	21 (7 Discontinued Sem 2)	5	17
2	19	6	10

### **Qualitative Data – Thoughts of Year 1 & 2 Teacher**

#### **Comments from the Year 1 Teachers:**

Our Year One teachers feel that there has been a vast improvement in their student's reading abilities during 2013. The student's reading levels have jumped significantly this year in comparison to the levels at the same time last year. At the end of 2012 the majority of students achieved an Instructional Reading Level of between 10 and 15. Comparatively this year the majority of students achieved levels of between 15 and 20 or beyond. The teachers felt strongly that the work that was done in the previous year level was fundamental to the improvement. The children came into year one with far more prior knowledge, already knowing the alphabet for example, and early reading behaviours such as concepts about print and some were already readers even at the lower levels which meant that they were able to push the students along far more quickly. In the past they spent the beginning of the year focusing on these early literacy skills which are now covered in pre-primary and this foundational work in explicit teaching is having a huge impact.

The teachers also felt that the focus on early identification and intervention of students at educational risk had a significant impact. The small group targeted instruction where the students are withdrawn from class not only helped the student at risk at an individual level but also those students that remained in the classroom that were the middle of the road achievers also benefited as the teacher was able to focus targeted instruction on these students which they would normally not be able to do as most of their attention would be on the lower achievers. This allowed them to push **all** of their students further thus allowing for more progression than in previous years.

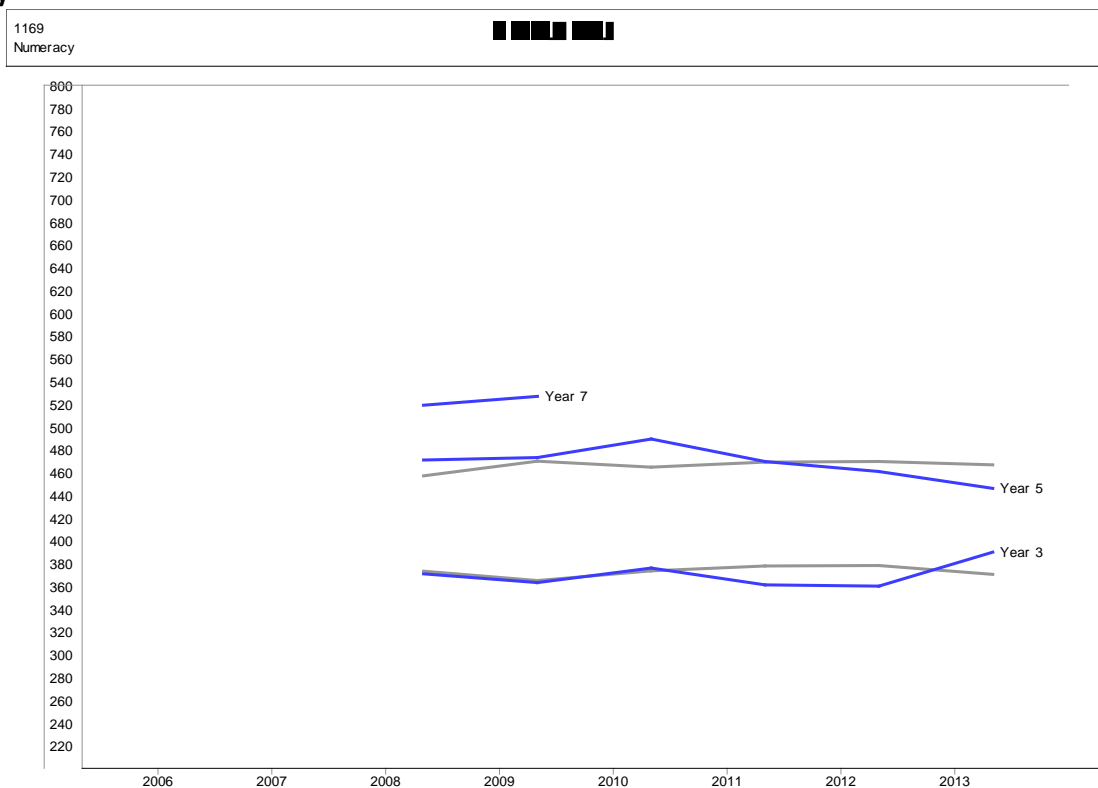
#### **Comments from the Year 2 Teachers:**

- The expectations across the school have been lifted.
- There has been pressure to perform, but it has been good pressure.
- The Reading Diaries have been useful.
- Generally the parents are more "on-board" as they are seeing the benefits and improvements in reading.
- The school has provided resources to support the programs – both physical (books) and human (Reading Recovery / MiniLit).
- How I was teaching reading 5 years ago to how I teach it now has been flipped.
- Running Records are an excellent source of data, although they can be time consuming.
- Children and parents are motivated by the level.
- Teacher personal knowledge of reading has improved dramatically.
- The importance placed on reading at St Jerome's over recent years has been great, as driven by the principal.
- The assessment tools have provided very valuable data.
- School has specific structures in place to support students who are not achieving as expected.
- There has been a change in attitude from all staff within the school, very supportive environment.

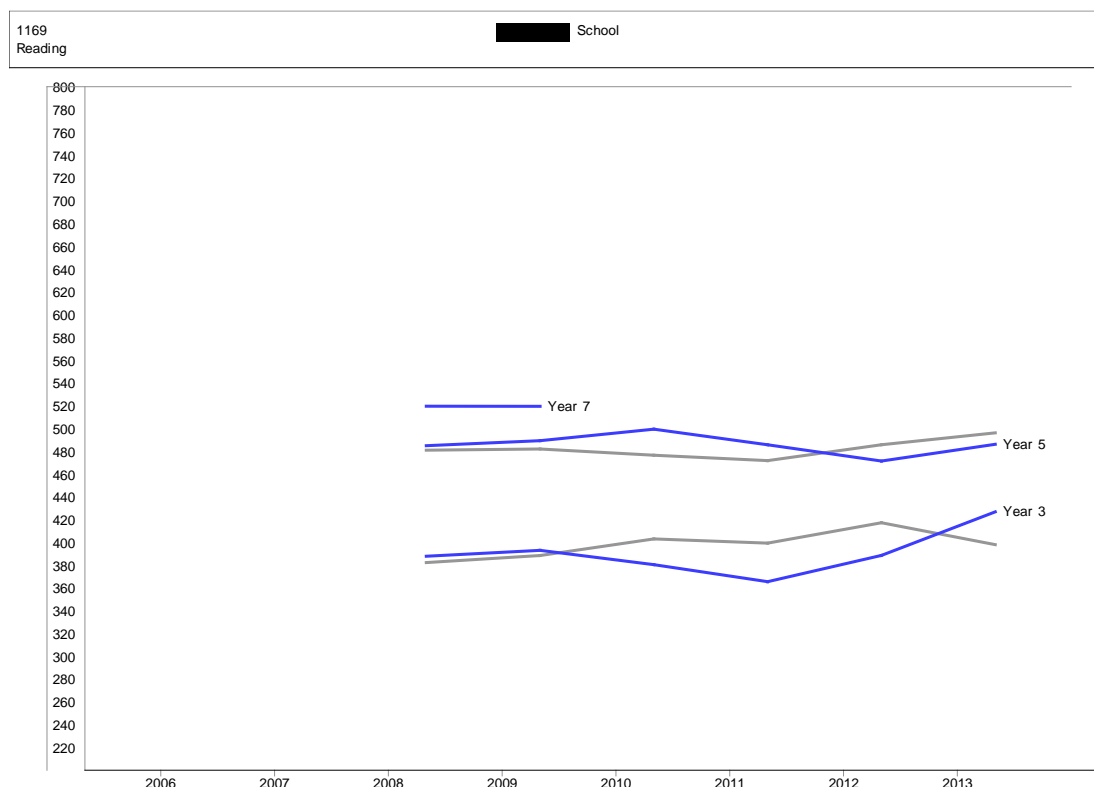
### National / State Testing Data

In this section reference is made to WALNA, NAPLAN, WAMSE, Bishops Literacy Test data: WALNA data 2001-2007; NAPLAN data for 2008-2011 and 2010 WAMSE and Religious Education data. The following graphs show [REDACTED] Primary School's means compared with WA Catholic Similar Schools, where possible, for this period. WA Catholic Similar Schools were chosen as they are the most challenging comparator.

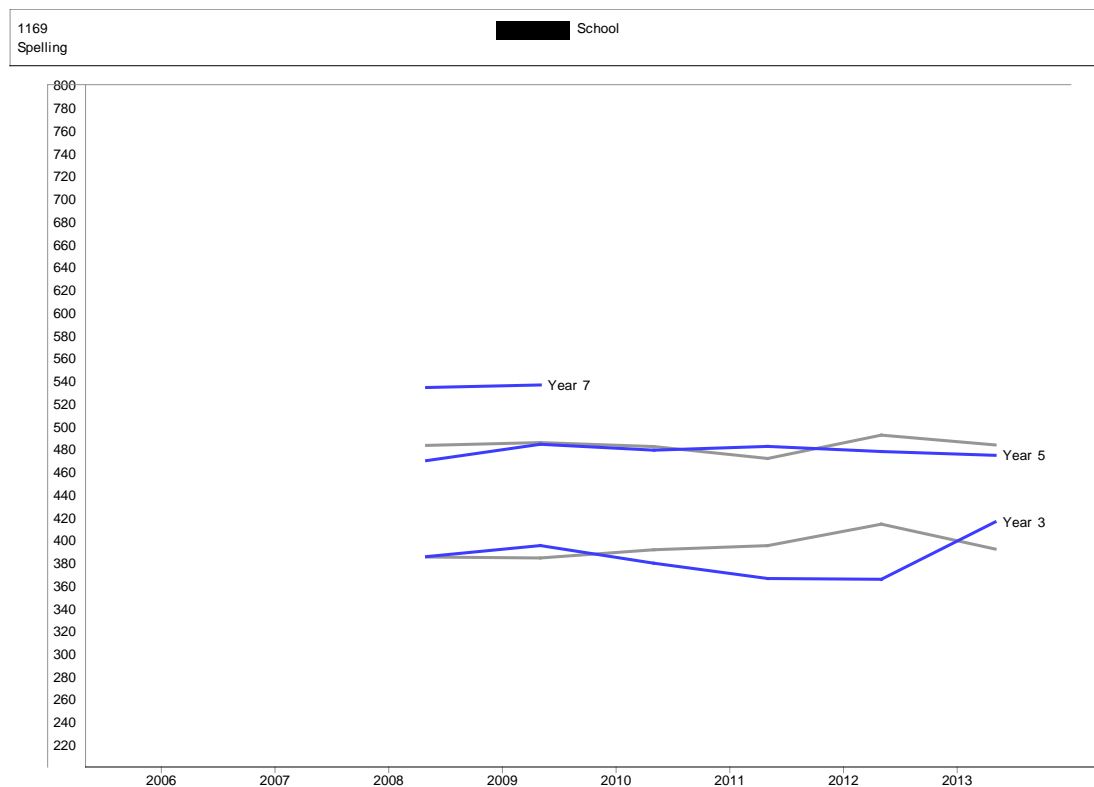
#### Numeracy



The data above indicates that our Year 3 students are above similar schools for this year, with significant growth from 2012. We will need to monitor this progress to determine a trend. In Year 5 we continued our downward trend, while other schools seem to have plateaued.

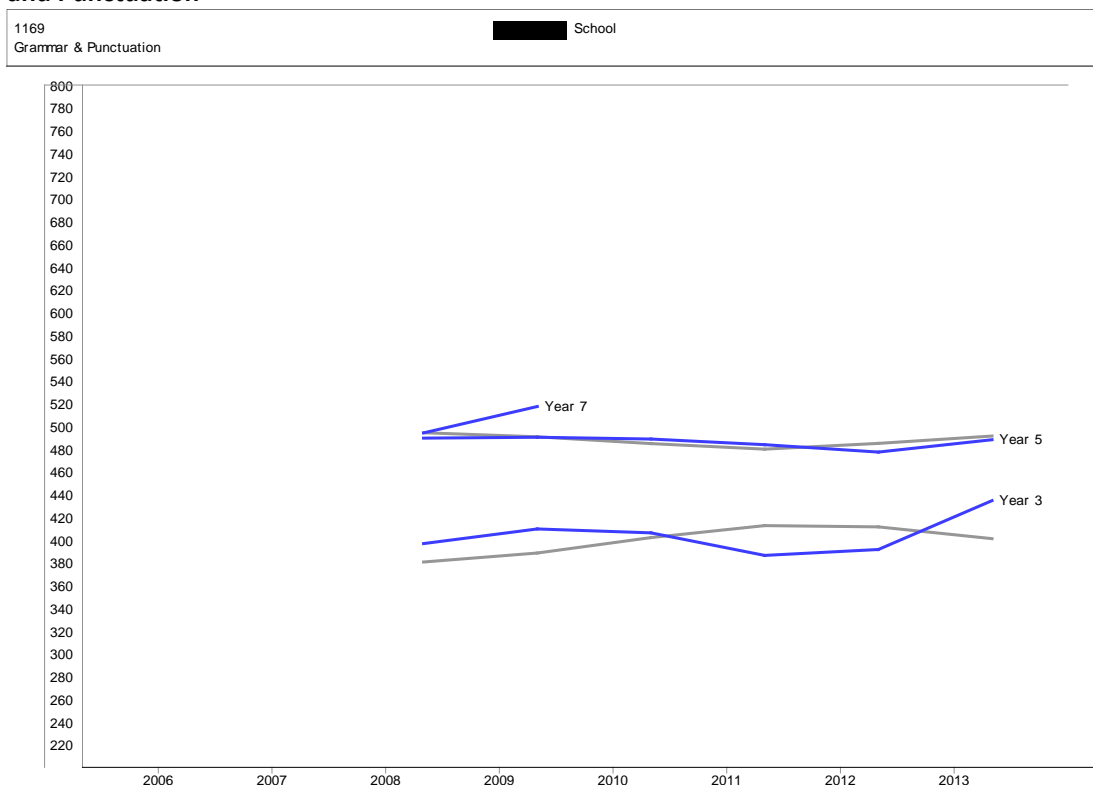
**Reading**

The above reading data indicates that Year 5 results are inconsistent, however there is growth from 2012 to 2013, we will need to monitor this for a trend. The Year 3 results are showing an upward trend, with 2013 showing our data being above similar schools.

**Spelling**

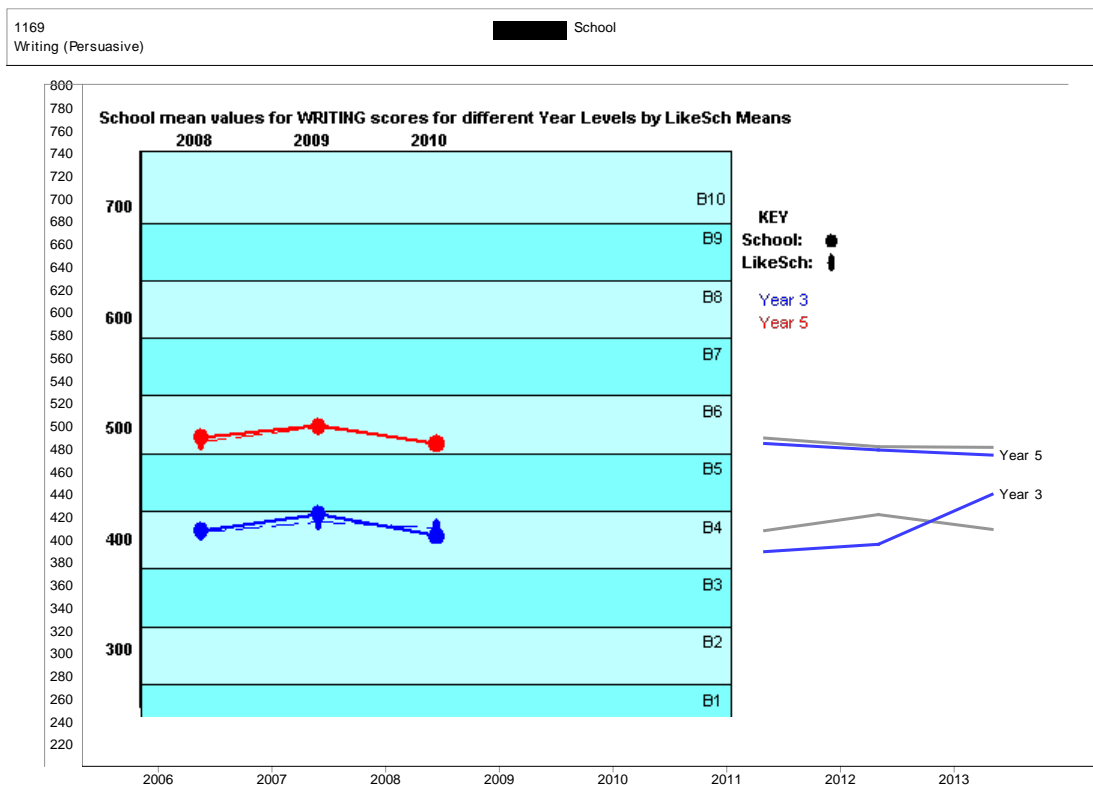
The above spelling data indicates that Year 5 results have remained level with similar school, although this year we were below similar school. The Year 3 results are above similar schools for 2013, with significant growth from 2012.

## Grammar and Punctuation



Overall our Year 5 data has been below similar schools with an inconsistent trend. The graph above indicates that our Year 3 results were slightly above similar schools for 2009, 2010 and 2013. For 2011 and 2012 the results were below. This is something that we will be monitoring. In 2010 [Redacted] developed a whole school scope and sequence to explicitly address the teaching of grammar and punctuation across all year levels.

## Writing



The graph above shows both Narrative Writing (2008 – 2010) and Persuasive Writing (2011 – 2013). The combined graph above shows that in Year 5 our results are similar to like schools, however there is a steady downward trend. In 2013 Year 3 results were significantly above like schools and we are on an upward trend for Persuasive Writing.

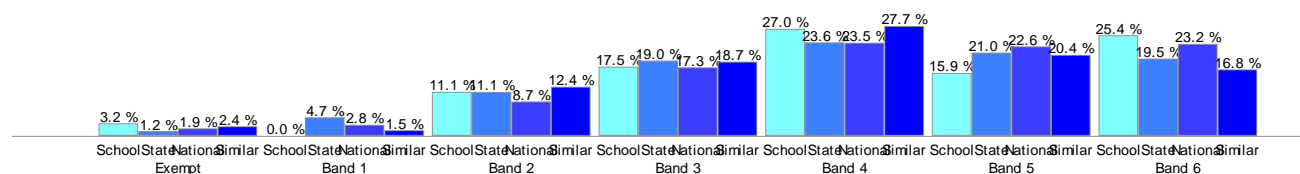
## Focus Area Data for 2013

### Reading

After much discussion and analysis of data, the Professional Learning Community at [REDACTED] Primary School believes that our data indicates Reading as an area of need.

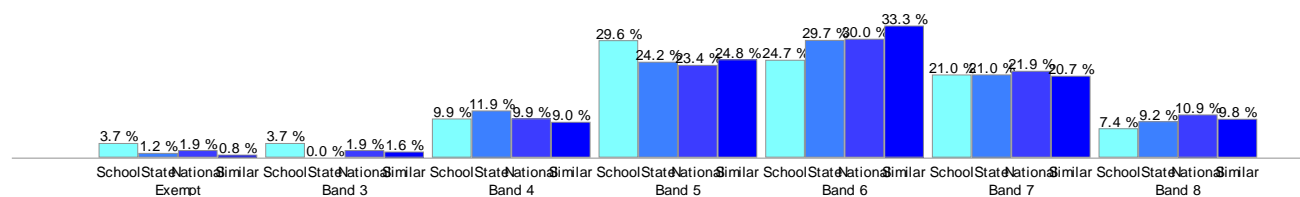
1169  
2013 Reading Year 3

[REDACTED] School



1169  
2013 Reading Year 5

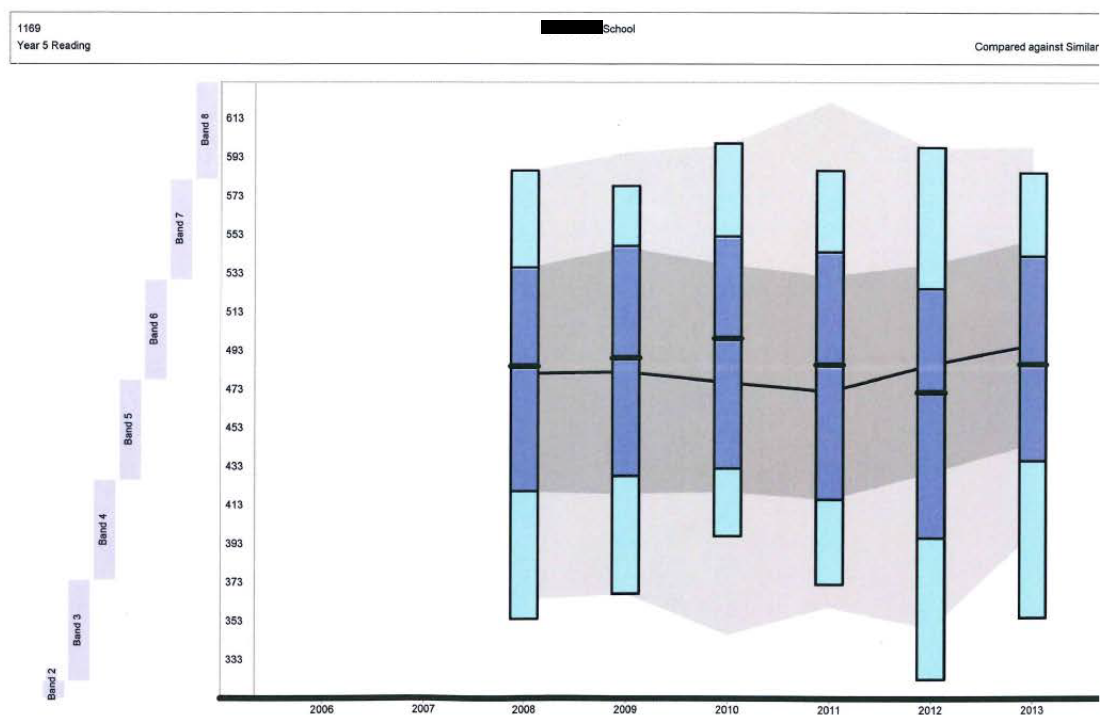
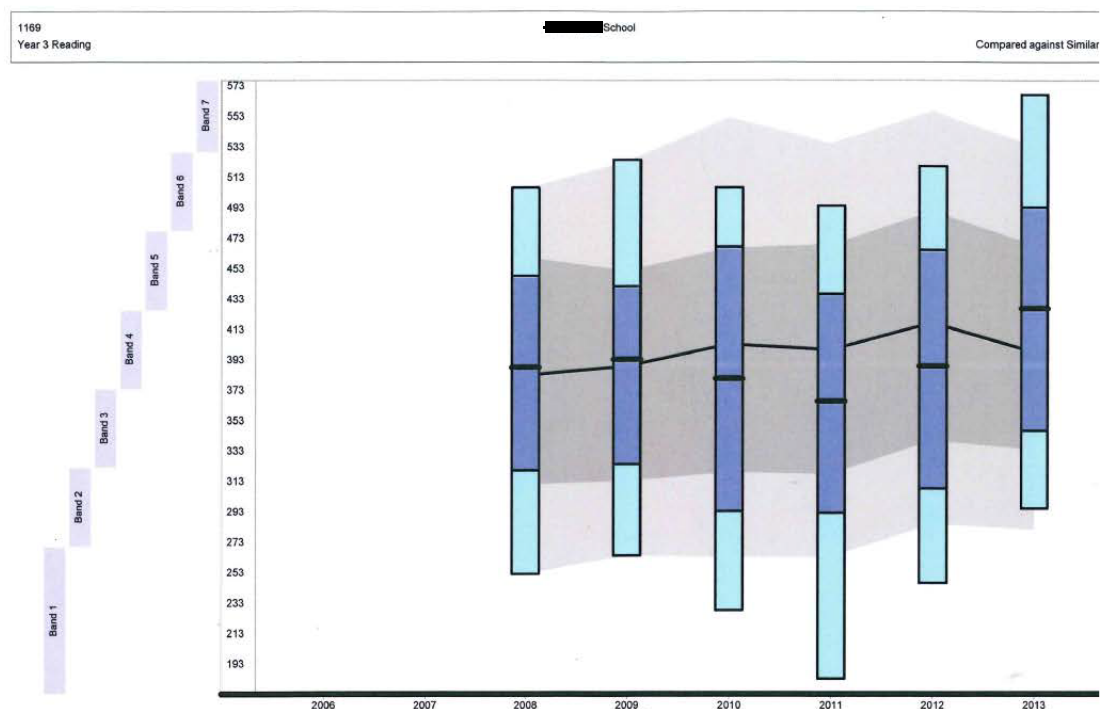
[REDACTED] School



### Observations:

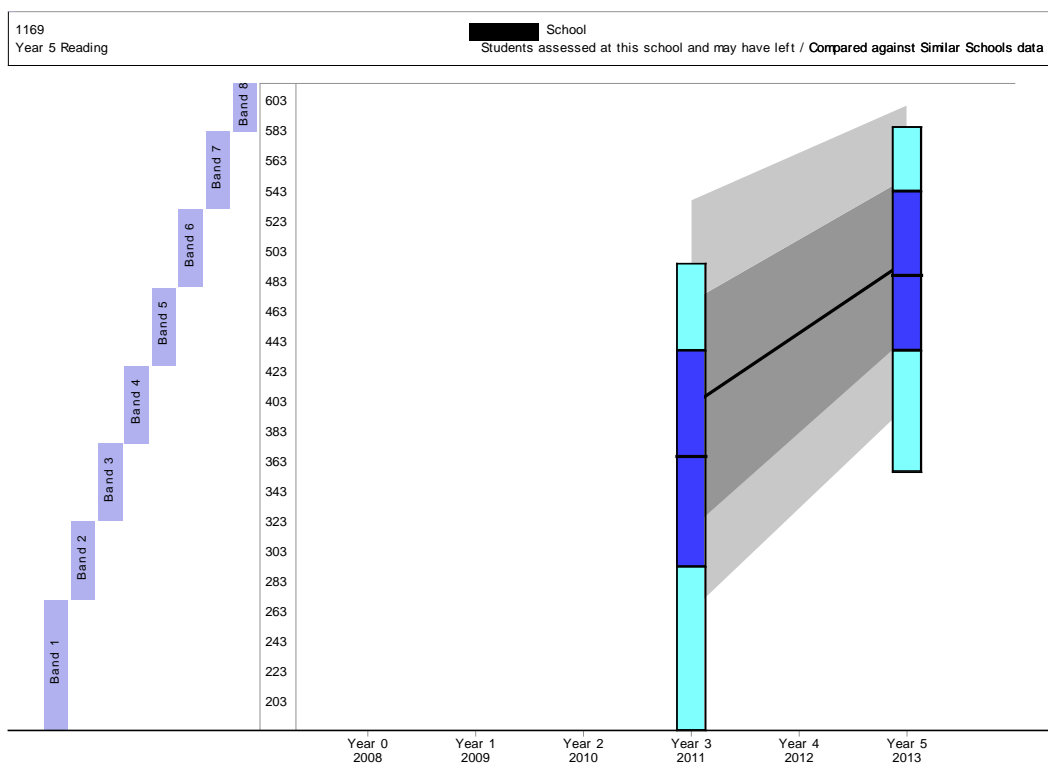
- Our Band percentage distribution graphs indicate that in Year 3 we have more students in Band 6 than Similar Schools showing we are better catering for our more able students. We have a similar number of students in the lower and middle bands, indicating that we are catering well for our average and support students.
- Our Band percentage distribution graphs indicate that in Year 5 we have less students in the higher bands than Similar Schools which shows we need to ensure that we need to better cater for our more able students. We have a similar number of students in the middle bands, indicating that we are catering well for our average students. We have more students in the lower bands than similar schools, indicating we need to further review our support programs at the school.





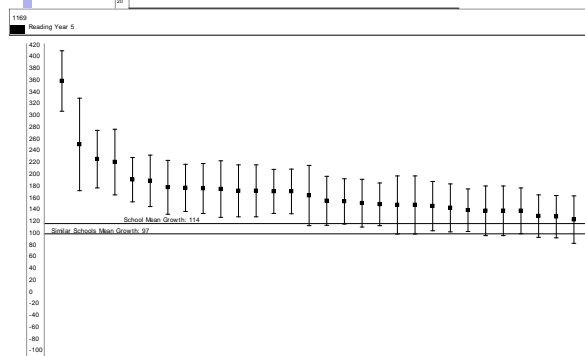
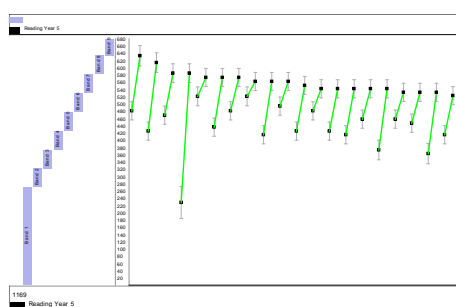
#### Observations:

- Our Distributions Over Time graphs indicate that our Year 3 mean was steadily decreasing compared to Similar Schools, but increased in 2013. Our Year 5 mean has been below similar schools for the past two years.
- In Year 3 all of our percentile data was above similar schools. In Year 5 our students in the 80<sup>th</sup> percentile scored lower than students in the 80<sup>th</sup> percentile at similar schools. We would also like to see smaller spread of students below the 20<sup>th</sup> percentile. This indicates a need to examine how we are tracking students as they progress through the years. In Year 3 the spread of scores below the 20<sup>th</sup> percentile was smaller than in 2011. This may be attributed to the significant increase in support provided to students in junior primary.



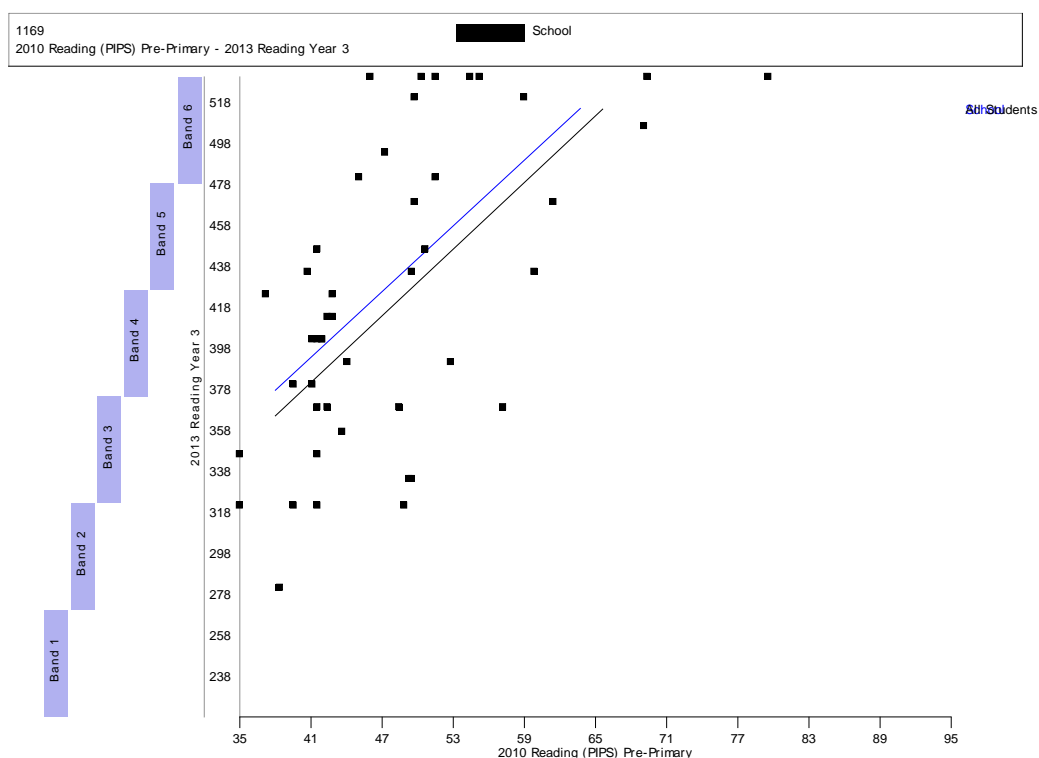
#### Observations:

- The above Cohort Over Time graph indicates that when our Year 5 students were in Year 3, their mean was below the mean of similar schools and it is now closer to similar school. This indicates that we have narrowed the gap between these students and student at similar schools.
- The narrower spread of students below the 20<sup>th</sup> percentile on the Year 5 graph indicates that we improved in our ability to cater for students who required support.
- The spread of students above the 80<sup>th</sup> percentile has decreased slightly from Year 3 to Year 5, although the 80<sup>th</sup> percentile mark has improved to meet similar schools.



## Observations:

- Our Student Progress graph indicates that most students have progressed between Year 3 and 5, with a number of students making significant gains.
- One student has regressed.
- The students who made significant progress from Year 3 to Year 5 came from a range of ability levels. We need to further investigate this as a school to ensure that we are differentiating the curriculum in order to cater for all students.



## Observations:

- Our PIPS graph indicates that most students have not progressed more than expected between Pre-Primary and Year 3.
- Our regression line was above the average.

## 2010 - 2013 Appraise Data – Reading Review

INFORMATION TEXTS	2010	2011 (>5% below expected)	2012 (>5% below expected)	2013 (>5% below expected)
Year 3	<p>Finds clearly stated information in the first paragraph of a simple text. Q1</p> <p>Connects clearly stated information across sentences of a simple informational text. Q2</p> <p>Identifies the meaning of a connected word. Q5</p> <p>Connects information across sentences. Q13</p> <p>Interprets an idea. Q14</p> <p>Connects ideas across an information text to identify a similarity. Q16</p> <p>Recognises a pronunciation convention that shows how a word is pronounced. Q17</p>	<p>Locates directly stated information in the first paragraph. Q2</p> <p>Makes a simple inference. Q24</p> <p>Identifies the main topic of a paragraph. Q25</p>	<p>Recognises the purpose of the ellipses at the end of a sentence in an information text. Q23</p> <p>Locates information in the final paragraph of an informational text. Q36</p>	<p>Locates directly stated information in a simple information text. Q1</p> <p>Locates an explicitly stated detail in an information text. Q8</p> <p>Identifies the main topic of a paragraph. Q25</p> <p>Infers the interviewee's opinion from an answer in an interview. Q23</p> <p>Infers the reason for including a quote in an answer in an interview. Q24</p>
Year 5	<p>Connects ideas across two sections of an informational text. Q9</p> <p>Connects ideas to identify a similarity. Q10</p> <p>Recognises a pronunciation convention that shows how a word is pronounced. Q11</p> <p>Interprets information. Q24</p> <p>Connects ideas and graphics. Q26</p> <p>Locates clearly stated information. Q27</p>	<p>Identifies the purpose of including specified information. Q4</p> <p>Identifies the purpose of a dash in a sentence. Q6</p> <p>Applies new information to change a given outcome. Q10</p> <p>Identifies the reason for receiving an award. Q19</p>	<p>Locates directly stated information in an information text. Q4</p> <p>Interprets the use of symbols in an information text. Q14</p> <p>Retrieves detail using a synonymous match in an information text. Q15</p> <p>Links information from adjacent sentences to retrieve detail in an information text. Q16</p> <p>Recognises a plausible theme drawn from an information text. Q25</p>	<p>Infers the reason for including a quote in an answer in an interview. Q12</p> <p>Infers a universal benefit from actions described in an information text. Q31</p>

NARRATIVE	2010	2011 (>5% below expected)	2012 (>5% below expected)	2013 (>5% below expected)
Year 3	<p>Finds clearly stated information in the second paragraph of a narrative. Q7</p> <p>Identifies the intended audience of a narrative. Q11</p> <p>Draws conclusions about a character in a narrative. Q21</p> <p>Recognises that a question is directed at the reader in a narrative. Q30</p>	<p>Identifies the purpose of an event. Q20</p> <p>Identifies an alternative title. Q31</p> <p>Uses background knowledge to interpret a metaphor. Q32</p> <p>Identifies a value that underpins a text. Q35</p>	<p>Locates directly stated information at the beginning of a simple narrative. Q2</p> <p>Identifies the main idea in a narrative. Q13</p>	<p>Identifies the characters' action in a folktale. Q13</p> <p>Interprets the reason for a character's action in a folktale. Q16</p>
Year 5		<p>Identifies the effect of a short phrase. Q27</p> <p>Interprets the thoughts of a character. Q28</p>	<p>Makes an inference from across the whole of a narrative. Q10</p> <p>Recognise the development of a character in a narrative. Q31</p>	<p>Identifies evidence of an emotional state in a narrative. Q17</p>

PERSUASIVE TEXT	2010	2011 (>5% below expected)	2012 (>5% below expected)	2013 (>5% below expected)
<b>Year 3</b>	Connects ideas across sentences in a persuasive text. Connects ideas across paragraphs in a persuasive text.	Matches a speaker with a statement. Q8 Locates directly stated information. Q9	Locates directly stated information in a persuasive text. Q7	Locates directly stated information in an advertisement. Q33
<b>Year 5</b>	Identifies the reason for a speaker's opinion in a persuasive text. Connects ideas across sentences in a persuasive text. Recognises the purpose of a question in a persuasive text. Identifies the purpose of a convention (bracket) in a persuasive text. Identifies the main ideas of a paragraph in a persuasive text.	Compares the supporting evidence to find the common element. Q34 Identifies the tone. Q35	Identifies the writers' position in an argument. Q33 Identifies the overall intended goal of an argument. Q38	Interprets a pronoun reference in movie review. Q33 Interprets the purpose of an exclamation mark in a movie review. Q35 Identifies an appropriate medium for a movie review. Q37

OTHER TEXTS	2010	2011 (>5% below expected)	2012 (>5% below expected)	2013 (>5% below expected)
<b>Year 3</b>	Identifies the purpose of a convention (postscript) in a letter. Identifies the purpose of a letter. Interprets idiom to identify the purpose of a character's behaviour in a fable. Q14 Compare information. Q17 Identifies common purpose. Q18 Interprets a phrase in a short opinion. Q22 Compare and connect information. Q23 Identifies the purpose of introduction to a set of opinions. Q25		Infers purpose of a detail in a poem. Q26	
<b>Year 5</b>		Interprets contrasting imagery. Q21 Correctly identifies the object being referenced. Q22 Interprets the feelings of the narrator. Q23 Interprets an underlying metaphor. Q24		Recognises the common motivations of a character in a poem. Q24

The table above shows an analysis of our 2010 – 2013 NAPLAN results in the area of Reading for Years 3 and 5. We examined at our EARS Data to identify particular concepts that repeatedly came up below the expected mean for our school.

Staff determined that across the strands the students were having difficulty comprehending what they were reading. Students also experienced issues locating information within a text. This has been an area of concern that has shown in our results repeatedly. We determined that this was an area that we should explore further.

### **Section Four – Review of 2012 & 2013 plus future directions**

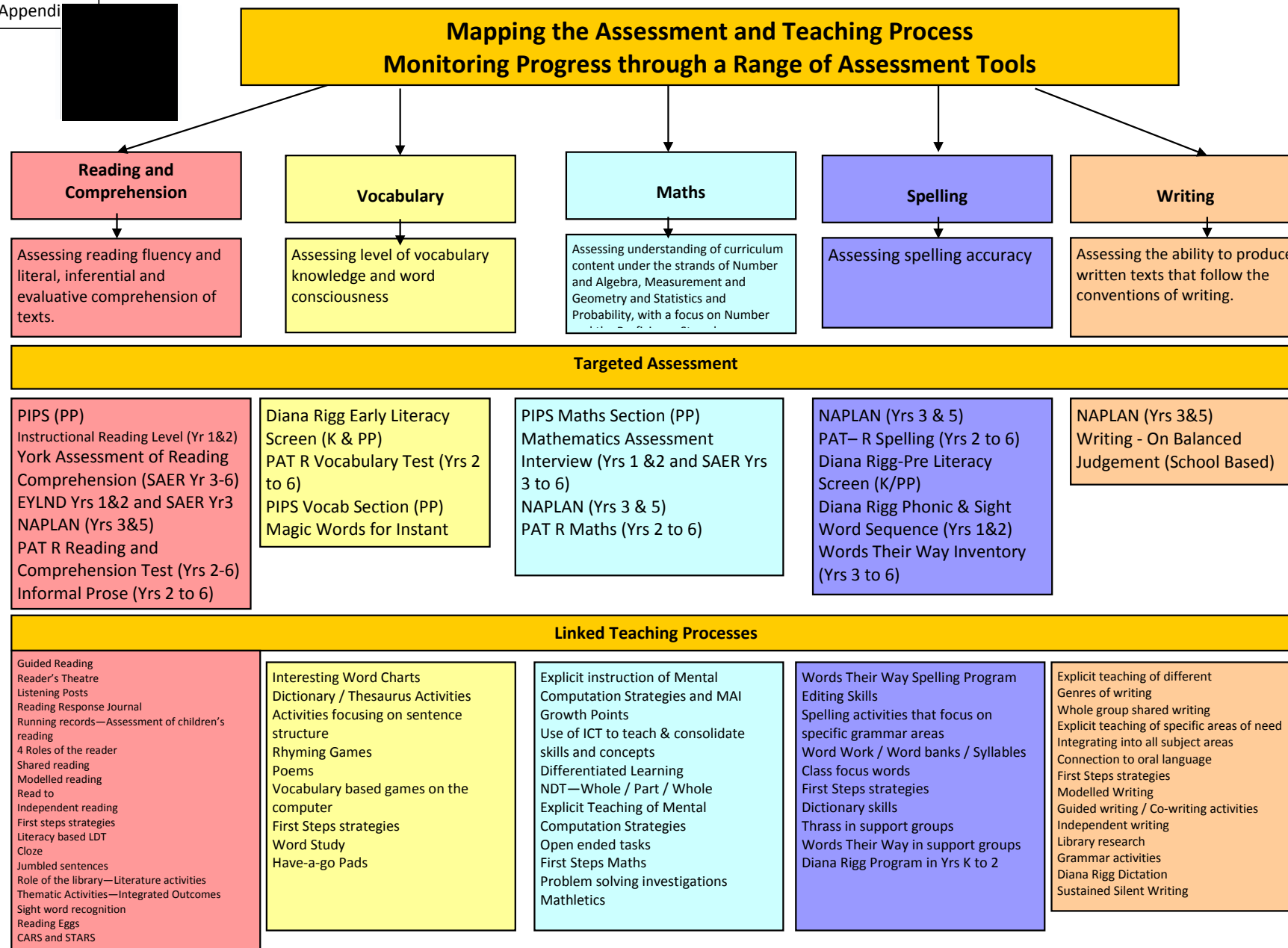
The greatest success of implementing PALLS alongside RAISe practices has been to see the growth in professional competency amongst the teaching staff. All recent research says that students do best with a great, well informed and reflective teacher. The teachers here now understand how to provide the best reading instruction. They are so excited to see that the students can achieve such great reading standards. Our younger students are working in exciting, colourful rooms with very appropriate Early Childhood pedagogy in place. For example, we still have lots of play spaces for imaginative play in the block corner, home corner, construction area and quiet reading area. We allow ample outdoor play and we always read widely to the students from a rich range of quality children's literature. We have implemented a Speech assessment in kindy plus we have given office space to a local Speech Therapist so parents can easily access therapy in school time. Parents are now very well informed on the importance of early intervention in oral language.

During 2012 and 2013 we undertook a stock-take of all the reading books and resources we had in the school. As part of this stock-take all reading books were levelled in accordance with Reading Recovery Levels. A significant number of home readers were purchased for use across from Kindergarten to Year 4.

In 2014 we would like to continue our initiative by analysing our data and developing grade level plans for the teaching of reading and comprehension strategies, ensuring that all teachers are using agreed language and strategies. We would also like to run a parent workshop to give parents a better understanding of the strategies that are being used at school. Finally we would like to maintain the Observation Surveys and PAT-R Testing that were used this year to gather both initial and comparative data as part of our annual schedule of whole school testing across the school. In this way we implement a checking process for maintaining this focus.

Teachers will continue to implement a sequential and systematic approach to phonics alongside a rich literature based English programme. They now know how to keep track of each student's progress by doing regular checks, such as running records. They understood the factors involved in improving fluency and they are confident when discussing how parents can assist their children.

Appendix



**Principals as Literacy Leaders (PALL) Project**  
**Primary School,**  
**Evaluation Report**

**December 2013**

**School Contextual Information**

Catholic Primary school, situated in the Perth, Western Australia is a Catholic co-educational school of 750 students from Pre-kindergarten (three year olds) to Year Six. The school places high priority on the faith development and pastoral care of its students. The school provides a friendly and caring environment where all children are encouraged to reach their full potential. A broad curriculum is offered based on the WA Curriculum Framework and the developing Australian Curriculum. There are specialist programs in the areas of Information Communication Technology, Physical Education, Music (including an instrumental program), Library Skills, Italian and Science. Provision is made for students with learning difficulties and those that have special needs. There is a current focus on improving the teaching and learning of literacy with particular emphasis on the teaching and learning of Reading. There are other foci including building sustainability and environmental programs, and the integration of ICT into the curriculum.

Five per cent of the student population have English as a second language. There are 19 children of members of the Defence Force.

Teaching staff comprises those who are early career through to those with many years of teaching experience. There are several teachers who have worked only at school for the past approximately 20 years.

**Rationale for the Intervention**

In 2011 sixteen WA Catholic Primary schools agreed to participate in the Australian Primary Principals' Association initiative called Principals as Literacy Leaders (PALL). had not intended to be part of the project; however, due to the school's new principal being the instigator of the project, school was added to the cohort of schools involved.

The staff of school quite naturally saw the project as a burdensome change initiative as their involvement had not come from any previous school-based data. Involvement was solely based on the new principal bringing the initiative with him. However, the incumbent Assistant Principal (Curriculum and Education Support) fully embraced the project and several other senior staff became involved and committed.

The PALL project is made up of five modules and the cohort of principals of the schools involved were very keen for their entire staff to "hear the message" from the project founder, Dr Deslea Konza. To achieve that, two major day-long conferences were planned to gain the "buy-in" of staff in all schools. A key message of these conference days was that effective literacy blocks needed to have the "Big Six" present. Three major research projects concluded that Oral language, Phonological awareness, letter/sound knowledge (phonics), Vocabulary, Fluency, and Comprehension must be involved in the process of learning to read. Teaching and Non-Teaching staff at are now committed to that understanding and have become fully engaged in the various literacy improvement strategies that stemmed from the school's involvement in the PALL project.



Two new Assistant Principals took up their appointments at the beginning of 2013. It has been difficult for them to know the PALL project fully but both show commitment to the fundamentals of the project. They both attended a one-day session at another school where Dr Konza did a presentation on the “Big Six.” Several other teachers were appointed during the first year of the project so a degree of on-going induction to the principles of the project was required

Professional development opportunities since the school’s involvement in the PALL project have focussed on literacy especially the introduction of a synthetic phonics program and the strategy of “Guided Reading”. Some healthy discussions occurred due to the different philosophies behind synthetic phonics and whole word approaches. These professional dialogues may not have been as possible in the past so this indicates growth in staff knowledge about what are essential underpinnings in quality literacy teaching.

### **The Purposes of the Intervention.**

Stemming from Module Five of the PALL project an Action Research project was developed. This was named as “Develop and Implement a Whole School Approach to the Teaching of Reading using the Reading Lesson Observation Section of the Literacy Practices Guide.” This came late in 2012 and was articulated to staff as a focus for 2013.

The key questions to be addressed in the action research included;  
In terms of our classroom practice:

1. Do our reading lessons reflect the LPG?
2. Are our Reading lessons developing letter sound awareness and knowledge?
3. Are our students grouped with a purpose?

In relation to student achievement:

1. Is there an improvement in reading for all students?
2. What stage of learning are our students at?
3. Do we have the resources to support explicit instruction?
4. How do we monitor progress?

Leadership Team members asked:

1. How can we support teachers?
2. Are teachers able to access appropriate and relevant professional development?
3. How can we develop teacher leaders?
4. How can we grow capacity and,
5. How can we acknowledge teachers’ efforts and successes?

### **Relevant Literature**

The PALLs project modules were developed around the need to assist principals to become leaders of literacy in their schools. At the heart of the project were the clear findings from major international studies into the teaching of reading. These were; The American Panel Review into Teaching Reading (2005), the Rose Report (2007) conducted in the United Kingdom and The National Inquiry into the Teaching of Literacy (Australia, 2005). A common finding in all three reports was the need for the inclusion of synthetic phonics into all early childhood literacy programs. Several other studies were referred to in the PALL project particularly the UK Based project “Reading by Six – How The Best Schools Do It.” (2009) and “A Seven Year Study of the Effects of Synthetic Phonics Teaching on Reading and Spelling Attainment” (2005). This study is also known as “The Clackmannanshire Project.”

### **Initiatives to Achieve the Purpose of the Intervention**

At [REDACTED] school there is a staffing structure of three Clusters; Pre-Kindergarten to Pre-primary, Years 1-3 and Years 4 -6. A Cluster model had previously existed in the school and was re-activated as it allowed for increased collegial support to teachers in the respective clusters. At this time of quite considerable change due to the introduction of several school development initiatives the cluster model was needed.

Two major directions emerged from our involvement in the PALL project. They were the use of “Guided Reading” and the implementation of explicit synthetic phonics lessons in all years, Pre-Kindergarten to Year Six.

At [REDACTED] school our work began with an introduction to the Literacy Practices Guide. We chose the “Classroom Environment” section believing this to be the easiest and least challenging area. Teachers were asked to use the LPG as a self-reflection tool and classroom observations were focussed on this section. As the principal went about his routine, random classroom visits, observations were made as to what elements listed on the LPG could be seen in the classroom. This was followed by brief conversations with teachers. In time the emphasis moved to the section “The Teaching of Reading.” The Assistant Principals also conducted classroom observations in their areas of responsibility i.e. Kindergarten - Year 2 and Years 3 – 6 respectively.

Our involvement in the PALL project led us to adopt the Letters and Sounds Synthetic Phonics program. The teaching of synthetic phonics using the Letters and Sounds program had been a mandated program in England by the Government of the day. At [REDACTED] school we commenced the program at the beginning of Term One 2013 but with no initial training. At the commencement of Term Two staff received one-day of a two-day training program run by Dyslexia SPELD. Teachers in Four-year-old Kindergarten through to Year 3 began the program and identified the phase of development for all children in their classes. Teachers in higher grades also identified children who had still not reached Phase Six. Teachers endeavoured to manage the children in differentiated groups as they introduced the program into their literacy blocks.

Co-incidentally, the Principal took Professional Renewal (Study) Leave in Term Two and decided to visit schools involved in two of the research projects mentioned above, i.e. “Reading by Six” and “The Clackmannanshire Project.” Observing experienced teachers deliver a large number of explicit synthetic phonics lessons was invaluable for him. Meetings with teachers and principals in the schools in the UK gave ample qualitative data that supported the rationale for adopting the program at [REDACTED] and the philosophy behind it. In the meantime, back at [REDACTED] school, teachers were beginning to see the benefits of the program.

At the same time, and also stemming from the use of the LPG and “The Teaching of Reading” section, the school was emphasising the instructional reading strategy, “Guided Reading”. Teachers claimed this strategy was frequently used in class literacy programs but classroom observations indicated that there were few who had ever received any training in the strategy. In some cases it was confused with “Round Robin” reading. With the best of intentions teachers were using erroneous practices that over time had become accepted but were far removed from the ideal application of the strategy. Training in the appropriate use of “Guided Reading” was needed.

### **Data Sources**

Data were not taken with a specific “Before” snapshot in mind but a number of assessments taken throughout the year provide comparative data. These include; NAPLAN September 2012 compared to September 2013. Letters and Sounds phases and Running Records

[REDACTED]

Reading Recovery text levels were recorded at the end of each term and PIPs results for February and October 2010 - 2013 provide additional comparative data.

A survey using "Survey Monkey", an on-line survey tool, was taken to measure the application levels of the various line items in the Teaching of Reading section from the LPG. The survey was conducted in February 2013 and again in October 2013. During this time teachers increased the frequency of taking Running Records as a measure of students' reading abilities.

### **Data analysis**

Survey Monkey findings show a general positive trend towards improved knowledge, understanding and practice in the use of "Guided Reading". The sample size and positive trend is too small to be statistically significant but the shift in mean scores was almost always positive. Data gathered using the sources outlined above is shown in the following section under each block of research questions.

### **Findings/Outcomes**

The Key questions to be addressed in the action research included;

In terms of our classroom practice:

1. Do our reading lessons reflect the LPG?
2. Are our Reading lessons developing letter sound awareness and knowledge?
3. Are our students grouped with a purpose?

The use of the Literacy Practices Guide has enabled conversations between teachers and leaders to focus on the critical components of instructional reading sessions as well as the overall environment in which they are conducted. Observations conducted by the principal and the ensuing conversations with classroom teachers centred on the LPG. These conversations allowed for affirmation and suggestions for improvements.

"Letters and Sounds" has been adopted and is now accepted as a whole of school approach with a K-2 focus. Teachers now comment on the levels of achievement of their students in very positive terms. For example, one Pre-primary teacher stated in early term 3, 2013 her children were three to six months ahead of where she had her class operating the previous year. Teachers in all Year One classes endorsed this view. This is the cause of much professional satisfaction and pride and spurs teachers on. Underpinning this is the shift from teachers' "calendar-based" programs to "student needs and abilities" based programs. Literacy blocks in all classes include the "Big Six." The LPG continues to be used as a personal reflection tool and as a tool to help maintain the school's focus on delivering of quality literacy teaching. The LPG can also be used as a tool in the recently developed peer to peer appraisal process fostering professional conversations.

The school's Assessment Schedule was amended to reduce the number of assessments to the most relevant and informative. The assessment data is used to determine which children are deemed "Wave 1, 2 and 3" and interventions are tailored to the needs of the children in each "wave." Children are grouped according to the broader assessment data collected as well as the day to day diagnostics conducted by teachers. An established program for Wave 2 children (Mini-Lit) has been carefully modified to align it with Letters and Sounds and is used with children in Years one and two.

Wave 2 and 3 children are supported in the K-3 classes by the appointment of additional Teacher Assistants. These staff have been included in training opportunities made available for teachers. The willingness to learn and adopt new approaches by the Teacher Assistants has been exceptional.



An experienced trainer in the use of “Guided Reading” was employed by the school using additional funds granted to the school due to its low NAPLAN scores in 2012. Training included a one-day plenary on the use of “Guided Reading” followed by demonstrations in classes which teachers from similar year groups gathered to observe. This approach brought about immediate, high levels of change in practice and an increased enthusiasm for the strategy that had in many cases been seen as too difficult to use in classes where there was no teacher assistant. For many staff the issue was, “What do I do with and how do I manage the rest of my class?” To see at first-hand how this could be done brought about immediate changes. The strategy of “Guided Reading” is now being used correctly.

In relation to student achievement:

1. Is there an improvement in reading for all students?
2. What stage of learning are our students at?
3. Do we have the resources to support explicit instruction?
4. How will we monitor progress?

The school’s Assessment schedule includes critical assessments for classes in Pre-Kindergarten to Year Three using Running Records and assessment instruments to measure children’s phase of development in the “Letters and Sounds” program. The data collected are used to measure the various stages of learning of the children.

In 2010 Pre-primary Staff were trained to use a program called Promoting Literacy Development (PLD) devised by Diana Rigg, a West Australian Speech Pathologist. Results for the period 2010 through to Semester One, 2012 where PLD was the approach taken can be seen in the table below. Raw score data on the Performance Indicators in Primary Schools (PIPs) assessment at the commencement of each year highlights the gap between [REDACTED] and the State Average. From the middle of 2012 a positive trend develops closing the gap between the schools results on PIPs compared to the results for all schools in WA. It might be concluded that this trend occurred due to the introduction and impact of the PALLs project and the adoption of the explicit synthetic phonics program, “Letters and Sounds.”

**Table No.1 Comparative Performance on PIPs Using Promoting Literacy Development and Letters and Sounds 2010 – 2013**

Year	Literacy program	School Start Raw Score	State Start Raw Score	School Finish Raw Score	State Finish Raw Score
2010	PLD	35 (8 below state )	43	67 (29 below state)	96
2011	PLD	37 (20 below state)	57	72 (33 below state)	105
2012	Semester One PLD, PALL - Semester Two (Letters and Sounds)	40 (10 below state)	50	105 (on par with state)	105
2013	PALL (Letters and Sounds from day one Term One)	42 (7 below state)	49	106 (4 below state)	110

A goal will be set to close the gap that exists between the state and school starting points on PIPS. The target is to exceed the state average at the end of the year. The method by which we aim to do this is by showing fidelity to the explicit nature of the “Letters and Sounds” program and through building a culture of strong pedagogy in an environment of

teamwork which focuses on developing teaching and learning programs starting at the students' point of need.

A centralised system of recording data on all students in Kindergarten to Year 3 has been established and allows for ready identification of students overall progress through Letters and Sounds Phases and the Reading Recovery Text Levels measured by the taking of Running Records up to Level 30. This centralised system of tracking students' progress and achievement will be extended to include data for students in years 4-6 who will commence a spelling program in 2014 called Sound Waves which is well aligned with the synthetic phonics approach of Letters and Sounds.

The implementation of Letters and Sounds has brought about a positive and cohesive approach to the teaching of synthetic phonics in the early years at [REDACTED]. Tables Two and Three below show the phases and Running Record Text levels of students in Years K-3. Data were collected at the end of Term 2 and end of Term 4 allowing comparisons and growth margins to be measured.

**Table No 2 Percentage of Children in PK-3 who have Completed Letters and Sounds Phases as at June compared to December 2013**

					Phases						
	N/A	0	1	2	3	4	Total 5	5a	5b	5c	6
Kindergarten June		100									
Kindergarten December		96	4								
Pre-primary June	*		23	77							
Pre-primary December	*		6	75	18						
Year 1 June				33	64	2					
Year 1 December					1	20	79	9	31	39	
								Nb 9% of all Phase 5s are in Phase 5a			
Year 2 June			1*	18	19	42	19	0	18	1	
Year 2 December			1*	1	3	15	80	15	30	33	
								Nb 15% of all Phase 5s are in Phase 5a			
Year 3 June			5	44	7	22	20				
Year 3 December					15	12	45	3	6	36	28
								Nb 3% of all Phase 5s are in Phase 5a			

\* IEP student x 1

Table No 3 on page 7 shows the Reading Recovery levels for children in Kindergarten to Year Three.

**Table No 3 Percentage of Children in Pre-primary to Year 3 who have Completed Reading Recovery levels as at June compared to December 2013**

		Levels				
	N/A	1-11 (5-6 Yrs)	12-18 (6-7 Yrs)	19-22 (7-8 Yrs)	23-26 (8-9 Yrs)	27-30 (9-10Yrs)
Pre-primary June		No data collected				
Pre-primary December	1*	89	3	3	2	
Year 1 June		54	16	13	8	9
Year 1 December		5	35	14	15	32
Year 2 June		29*	32	11	10	16
Year 2 December		3*	9	7	13	58
Year 3 June		5	11	7	11	66
Year 3 December		3	6	2	7	81

Groupings are Reading Recovery levels taken using "Raz Kids"

\*Includes 1 x IEP students

N/A = Not Assessed or IEP

The data in Tables 2 and 3 above show there is a steady trend of positive growth. Similar data collected over time will provide information as to how far and through how many phases we can expect children to progress. A goal is set for all children to have achieved Phase 6 by the end of year 2. In 2013 children in Year 3 were also assessed using the Letters and Sounds phases and the results for Year 3 in the tables above show a large percentage of children were in Letters and Sounds Phase 2 at the middle of the year with relatively quick advancement through to higher phases by the end of term four.

In order to resource the Letters and Sounds project the schools' Parents and Friends Association contributed \$10,000 to buy teaching resources. Interestingly this was a major initial criticism of the program in the UK and a reason behind the Government adding several other options for schools to adopt. This is now less of an issue and we have been able to purchase many useful ready-made teaching aids to support our needs.

In order to measure other impacts of the PALL project and specifically the improvements in the teaching of reading; the Leadership Team members asked:

1. How can we support teachers?
2. Are teachers able to access appropriate and relevant professional development?
3. How can we develop teacher leaders?
4. How can we grow capacity and,
5. How can we acknowledge teachers' efforts and successes?

The emphasis on literacy teaching and learning in the past 12 months in particular has resulted in teaching and non-teaching staff accessing quality professional learning opportunities. What has been particularly powerful has been the increased level of collaboration between teachers to further inform and improve practice. Priority was given to teaching and learning of literacy in many cluster meetings as well as in occasional whole staff meetings. Teachers have clear focus and this is evident in their professional conversations. This has been a significant beneficial outcome of the project. The quality of conversations in cluster meetings has been a source of impressive qualitative data. The frequency and quality of these professional conversations in, particularly, the Pre-

Kindergarten to Pre-primary and Year 1-3 Cluster meetings has provided effective collegial sharing and professional development. These meetings are a constant source of capacity building.

In 2013 two of the seven Professional Development days available were allocated to Literacy Improvement strategies.

Classroom observations by the principal were (and still are) seen as threatening by some staff. In a number of cases this was the first time teachers had experienced classroom visits by a principal. The principal's purpose and intent was not always understood by some teachers despite there being frequent references to the LPG as the tool that was guiding and limiting the scope of the observations. In some instances feedback could not be given immediately and this was cause for apprehension by some of the teachers affected. This was and is a professional, cultural matter that over time will reduce with the increase in confidence as expertise grows. As the new peer to peer appraisal process develops the leadership Team will advise teachers of the focus of their random visits e.g. to view "Guided Reading" sessions or the teaching of phonics. The peer-to-peer process will aid in the development of skills required in holding constructive / critical conversations. Teacher Assistants are included in professional development opportunities and training received has been put into practice on a daily basis. As teaching assistants they are now an even more integral part of the learning environment and act as co-educators. Additional training has been offered to any staff member who has identified a need.

Through the use of Letters and Sounds and the teaching strategies involved, clarity has emerged around the need for a more cohesive whole school approach to the teaching of related literacy areas of spelling and handwriting. The teaching sequence espoused in the Letters and Sounds program demonstrates the links between all three and as teachers have followed this it has led to a more sequential approach to teaching. In addition, the work in the junior classes, through the adoption of an explicit synthetic phonics program has made it apparent that middle and upper classes needed a program that built on the work done in the junior classes. Research led to the "Sound Waves" program which will be introduced in Term Four, 2013 with full adoption in 2014.

An established program (Mini-Lit) for Wave Two and Three children has been carefully modified to align it with Letters and Sounds phase. A common timetable was developed to allow for easy and systematic observations to ensure practices were actually being conducted as well as correctly applied.

Efforts and successes of teachers are acknowledged through the provision of additional release time to allow for testing to be completed. Staff are acknowledged privately and publicly for their efforts to establish practices that have been the current focus.

### **Future Directions and Expectations**

Much progress has been made towards the development of a cohesive literacy program that reflects the findings of national and international research projects. Some future directions include the following:

- More accurate forecasting of students' goals and achievement standards will be possible once the program has been in operation for a full year. A goal has been set that by the end of 2014 all children will complete Phase 6 of the Letters and Sounds program by the end of Year Two. The Sound Waves program will be adopted for Years 3-6 along with a rich literature program conducted in literacy blocks that cover all the "Big Six" aspects of learning to read.



- As teachers become more confident and are more comfortable with the presence of others in the classroom it is expected that more parent volunteers will become involved in classroom programs.
- The presence of colleagues and members of the school's Leadership Team in classrooms will be seen as routine, and beneficial.
- Continued application of a synthetic phonics program (Letters and Sounds) from Kindergarten to Year 3 will ensure all children are taught the fundamental skills required in the complex task of learning to read.
- Years 3-6 will adopt Sound Waves as a spelling program aligning it with the philosophy and practices of Letters and Sounds.
- Student data will be collected and collated in a way that allows for easy interpretation and informs teaching programs. Children identified as Wave 2 will be able to access early intervention programs provided in an in-class support model. These children will also access sessions in the mini-lit program taught by trained Teacher Assistants. Wave 3 children will access in-class support and withdrawal sessions run by the Education Support Coordinator and Wave 2 children in Years 4-6 will receive in class support.
- Cohesive whole school policies in literacy, including reading, spelling, handwriting, writing, and word study will be developed or revised and implemented.
- Children in middle and upper classes will build on the fundamentals of learning to read and apply those skills in broader literacy programs.
- The impact of improved literacy teaching and learning will become evident in NAPLAN results and other school based assessment data.
- All clusters will report strong year-level collegial relationship that aim to strengthen teaching expertise and produce improved outcomes for children in that year level.

## Conclusion

Involvement of the Leadership Team of Principal, Assistant Principals and Cluster Leaders at [REDACTED] in the Principals as Literacy leaders (PALL) enabled a focussed and sustained literacy project to be carried out over a two year period. Based on national and international research the school implemented an explicit, synthetic phonics approach to teaching in the early years. This approach brought about particular and positive growth of students' application of letter / sound knowledge (phonics) and phonological awareness. While this report has focussed on those particular aspects of the "Big Six," inclusion of oral language activities, an emphasis on fluency, vocabulary and comprehension have been central to literacy blocks in all classes from Kindergarten to Year 6. Through the improved application of Guided Reading, literacy blocks in the middle and upper primary classes have been enriched. Teachers in years 3-6 have now adopted a spelling program that is closely aligned with Letters and Sounds and this will build on the early childhood program. Staff will work to embed practices started in 2013 and continue to hone skills learned so effective application of all practices will become core practice.

[REDACTED]